DOCUMENT RESUME

ED 302 259 IR 052 596

AUTHOR	Baechtold, Marguerite
TITLE	Early Childhood Library Programming: Identification and Demonstration of Competencies Needed. Narrative Report.
INSTITUTION	Western Michigan Univ., Kalamazoo. School of Librarianship.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
GRANT	G007702311
NOTE	116p.; For a related report, see ED 188 627. Some bibliographies on colored paper may not reproduce well.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Child Development; Community Resources; *Early Childhood Education; Family Role; Librarians; Library Facilities; Library Materials; *Library Services; Primary Education; Professional Continuing Education; *Public Libraries; Questionnaires; *School Libraries; Self Evaluation (Individuals); Surveys; User Needs (Information)

ABSTRACT

A survey and demonstration project was undertaken in 1977-78 to identify gaps in the professional preparation of library professionals who work with young children, and to develop and test short course offerings to improve the skills and competencies of school and public librarians. Questionnaires were sent to 400 school and public librarians in Illinois, Indiana, Michigan, and Ohio--100 from each state--whose names were drawn from membership lists for professional library associations. The initial responses, totalling 50.5%, were machine scored and an item analysis was prepared to identify suitable curriculum blocks for the instructional phase. Based on these findings, three areas of concentration for mini-courses were identified: child development and learning, development of activities, and program administration. More than 25% of the respondents indicated interest in short courses designed for early childhood library programs, underscoring the need for further continuing education efforts. The demonstration effort elucidated what can and cannot be accomplished in short courses designed to upgrade specific competencies of already qualified library professionals. The integration of this segment of library service into library education is advocated, and further research and demonstration efforts are suggested. The appendixes, which make up the major part of the report, contain the syllabi and materials for mini-courses in the three identified areas, including the pre- and post-tests, bibligrraphies, totaling 37 pages, and evaluations of the instructional program. (CGD)

IR

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NARRATIVE REPORT

EARLY CHILDHOOD LIBRARY PROGRAMMING: IDENTIFICATION AND DEMONSTRATION OF COMPETENCIES NEEDED

OE Grant No. G007702311

August 29, 1977 - August 28, 1978

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

IR053596

Submitted by

Marguerite Baechtold, Project Director

School of Librarianship
Western Michigan University
Kalamazoo, Michigan

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TABLE OF CONTENTS

I. INTERIM TECHNICAL REPORT, END OF FIRST QUARTER i

II. INTERIM TECHNICAL REPORT, END OF SECOND QUARTER. iii
   Early Childhood Library Programming Questionnaire. vi

III. INTERIM TECHNICAL REPORT, END OF THIRD QUARTER x

IV. INTERIM TECHNICAL REPORT, END OF FOURTH QUARTER. 1
   Review of Instructional Plans. 1
      690A Professional Preparation for Specialization in Early Childhood Library Programming. 1
      690B Evaluation and Selection of Materials for Early Childhood Library Programs. 4
      690C Program Planning and Measurement of Library Experience for Early Childhood. 6
   Summary of Outcomes 9
   Products Generated 9
   Summary and Conclusions. 10

V. APPENDIX A - Product 690A:
   Development and Growth of the Young Child. 12
   Providing Media and Materials. 13
   Professional Interaction 16
   Learning Environment 18
   Programming 20

VI. APPENDIX B - Product 690B: Criteria for Selecting Early Childhood Library Materials. 21

VII. APPENDIX C - Product 690C: Proposed Programs. 23

VIII. APPENDIX D - Pre and Post Tests
      690A 30
      690B 36
      690C 41

IX. APPENDIX E - Early Childhood Library Programming Evaluations 46

X. APPENDIX F - Bibliographies for 690 A, B, C. . . . . 59+

To: Program Officer
Research and Development Branch
Office of Libraries and Learning Resources
U.S. Office of Education

From: Marguerite Baechtold, Project Director
Early Childhood Library Programming:
Identification and Demonstration of
Competencies Needed
OE Grant No. G 00702311

Subject: Interim Technical Report, end of first quarter

Date: December 29, 1977

This report deals primarily with tasks accomplished in accordance with Phase I of the project, i.e. needs assessment.

Upon receipt of the grant the Project Director embarked simultaneously upon two tasks: 1) development of the survey instrument and 2) identification of the sampling of librarians to whom the questionnaire would be sent.

Development of questionnaire. — A checklist of competencies needed by librarians and media specialists who work with young children in schools and public libraries was prepared by the Project Director in consultation with a faculty member of the Early Childhood Education program at Western Michigan University. Stress was placed upon competencies in the areas of child development, learning theory, selection and utilization of materials to promote perceptual and motor skills, and library programming which fosters such skills.

A simplified scheme of check and balance was built into the questionnaire in an effort to increase validity of responses; e.g. in one section the respondent was asked to indicate if a block of content related to Piagetian concepts was included in his/her professional preparation; in another section the respondent was asked to indicate a degree of awareness of a stated Piagetian concept.

The questionnaire (copy attached) was designed to place respondents in categories re level of preparation (undergraduate, graduate, etc.) and years of experience. Respondents were also given an opportunity to indicate on a scale their perception of the need for designated competencies. The final form was checked to conform to machine scoring.

Identification of sampling. — Some difficulty was encountered in identifying a sampling of one hundred persons working in each of four states. In the original proposal it was presumed that directories of such personnel would be readily available through state library agencies. It was found that this is not so, and a decision was made to draw the sample from membership lists of professional associations in each of the four states. In an effort to have the proportion of the sample conform to the proportion of those working in school vs public libraries, the following distribution was determined:

	MICHIGAN		INDIANA		OHIO		ILLINOIS	
	Universe	Sample	Universe	Sample	Universe	Sample	Universe	Sample
School	204	39	1473	86	187	51	2958	84
Public	326	61	240	14	179	49	550	16
Total	530	100	1713	100	366	100	3508	100

To date, a return of 50.5% has been received. An attempt to increase this by means of a follow-up request will be made. Numerous expressions of interest and comments about a need for competency in this area of library service have been appended to the responses. At the time of this report the responses are in process of being machine-scored.

To: Program Officer
Research and Development Branch
Office of Libraries and Learning Resources
U. S. Office of Education

From: Marguerite Baechtold, Project Director
Early Childhood Library Programming:
Identification and Demonstration of
Competencies Needed
OE Grant No. G 00702311

Subject: Interim Technical Report, end of second quarter

Date: April 5, 1978

This report will: 1) summarize the concluding tasks related to Phase I, i.e., the needs assessment survey; 2) describe activities undertaken by the Project Director re Phase II, i.e., development of curriculum packages to satisfy gaps identified in the needs assessment survey; and 3) report logistical arrangements for mini-course offerings.

Summary of Survey Responses. The initial responses, totalling 50.5%, were machine scored and an item analysis was prepared for the purpose of identifying suitable curriculum blocks for the demonstration (instructional) phase. A copy of the raw score and percentage tally is appended to this report. A follow-up request was mailed to obtain a higher percentage of responses but because of pressure of time it was necessary to make decisions regarding the mini-course units on the basis of the initial returns.

Based on the findings of the survey, the following areas of concentration were identified:

I. Child Development and Learning, e.g., cognitive, intellectual developmental, especially stages per Piaget and the role of play per Montessori; social/emotional development; learning to read; language development as it related to learning to read.

II. Developing Activities, e.g. programming for cognitive, intellectual, language growth; physical/motor activities which promote cognitive and intellectual growth; promoting pre-reading skills and activities; involving parents and teachers in storytelling and reading to children; helping parents and teachers to copy with "special" children; activities which supplement what other child serving community groups are doing; activities which develop cultural, ethnic awareness.

III. Administration of programs, e.g., program planning (selecting and stating objectives, choosing activities to meet objectives); program promotion (explaining and implementing programs for this constituency, lobbying for program support, developing public relations materials); program evaluation (relating outcomes to objectives), utilizing available data, knowledge of evaluation techniques, process as well as outcome evaluation).

Development of Curriculum Packages. The Project Director, with the help of a Research Assistant, is exploring the literature, examining instructional media, and at the time of filing this report, has begun to develop mini-course plans for the three areas of instruction. A common format as projected in the grant proposal has been followed thus far: goal, statement of scope, instructional objectives, learning tasks, resources, method of evaluation. The format may be adjusted to conform to the content areas as the courses become more fully developed.

Logistical Arrangements for Course Offerings. In order for these short course offerings to be included on the University schedule, certain logistical arrangements related to registration procedures, distribution of the tuition stipend provided by the grant, and reservation of classroom space needed to be accomplished within calendar deadlines. Approval for awarding University credit or continuing education units was obtained. (See appended application and approval letter). Course announcements were sent to 118 of the original respondents who were interested and eligible according to the terms specified in the grant proposal. Participants in the demonstration phase will be selected by May 1, 1978. (See appended course announcements).

E-C Questionnai
N = 180

EARLY CHILDHOOD LIBRARY PROGRAMMING

QUESTIONNAIRE

AVERAGE

1. Which of the following describes your preparation for librarianship:
1) undergraduate 36 (20%) 2) graduate 96 (53%) 3) post-masters 24 (13%) 4) none of these 24 (13%) — 2.20

2. When was your program of studies completed:
1) 1930-39 1 (1%) 2) 1940-49 13 (7%) 3) 1950-59 10 (6%) 4) 1960-69 56 (31%) 5) 1970-75 87 (48%) — 4.29

3. Was your undergraduate preparation in:
1) early childhood education 0 2) K-Primary education 4 (2%) 3) elementary education 73 (41%)
4) secondary education 42 (23%) 5) none of these 57 (32%) — 3.86

Did your program of studies include course work in:

		1) yes	2) no	AVERAGE
4.	intellectual development of young children	120 (67%)	53 (29%)	1.33
5.	physical development of young children	101 (56%)	74 (41%)	1.42
6.	social development of young children	117 (65%)	56 (31%)	1.35
7.	significance of play (Montessori)	47 (26%)	127 (71%)	1.73
8.	Piagetian concepts	66 (37%)	107 (59%)	1.62
9.	survey of children's literature	163 (91%)	13 (7%)	1.07
10.	teaching of reading	95 (53%)	80 (44%)	1.46
11.	storytelling	128 (71%)	47 (26%)	1.27
12.	puppetry	48 (27%)	127 (71%)	1.73
13.	television productions	31 (17%)	144 (80%)	1.82
14.	creative dramatics	58 (32%)	118 (66%)	1.67
15.	manipulative materials (toys, games)	50 (28%)	125 (69%)	1.71
16.	preparing program objectives	125 (69%)	50 (28%)	1.29
17.	measuring effectiveness of programs (evaluation)	105 (58%)	70 (39%)	1.40
18.	public relations	86 (48%)	88 (49%)	1.51

19. How many years have you been employed during which service to young children (ages 3-8) has been your major responsibility:
1) 1-9 110 (61%) 2) 10-19 55 (31%) 3) 20-29 7 (4%) 4) 30-39 2 (1%) 5) 40-45 0 — 1.43

Please respond to the following statements about young children:

20. Young children tend to believe that natural phenomena can be explained in a mechanical way.
1) 79 (44%) AGREE   2) 54 (30%) DISAGREE   3) 46 (26%) DON'T KNOW   1.82

21. To a young child looking at a picture book, each page is a story; he is unable to grasp the continuity of a narrative.
1) 18 (10) AGREE   2) 156 (87) DISAGREE   3) 6 (3) DON'T KNOW   1.93

22. Most children of three or four years know clearly if something is real or if it is magical.
1) 33 (18) AGREE   2) 136 (76) DISAGREE   3) 11 (6) DON'T KNOW   1.88

23. Most 5-6 year olds can place furniture appropriately on a graph of a familiar area.
1) 58 (32) AGREE   2) 62 (34) DISAGREE   3) 58 (32) DON'T KNOW   2.03

24. Language is the only means a young child has to represent events in his world.
1) 4 (2) AGREE   2) 170 (94) DISAGREE   3) 6 (3) DON'T KNOW   2.01

25. Many pre-school children think that stars go to bed.
1) 73 (41) AGREE   2) 34 (19) DISAGREE   3) 70 (39) DON'T KNOW   2.02

26. A young child recognizes likenesses before differences.
1) 90 (50) AGREE   2) 48 (27) DISAGREE   3) 41 (23) DON'T KNOW   1.74

27. An understanding of competitive games is well developed by age four.
1) 32 (18) AGREE   2) 118 (66) DISAGREE   3) 30 (17) DON'T KNOW   1.99

28. Some young children think it's all right for them to cheat, but others must not.
1) 122 (68) AGREE   2) 20 (11) DISAGREE   3) 38 (21) DON'T KNOW   1.53

29. A young child is capable of being logical and consistent in his thinking.
1) 76 (42) AGREE   2) 83 (46) DISAGREE   3) 20 (11) DON'T KNOW   1.71

30. Knowing how reading is taught is an essential skill for librarians working with 3 & 4 year olds.
1) 105 (58) AGREE   2) 55 (31) DISAGREE   3) 20 (11) DON'T KNOW   1.53

31. Puppetry is valuable to young children because it helps them to imagine the events of the story.
1) 160 (89) AGREE   2) 11 (6) DISAGREE   3) 9 (5) DON'T KNOW   1.16

32. To be effective, creative dramatics should be unstructured.
1) AGREE 45 (25%) 2) DISAGREE 86 (48%) 3) DON'T KNOW 47 (26%) 2.04

33. Program objectives state what the librarian intends to do.
1) AGREE 114 (63) 2) DISAGREE 62 (34) 3) DON'T KNOW 3 (2) 1.38

34. Evaluation is done at the end of a program.
1) AGREE 116 (64) 2) DISAGREE 62 (34) 3) DON'T KNOW 2 (1) 1.37

35. Effectiveness is related to quantitative measures.
1) AGREE 28 (16) 2) DISAGREE 124 (69) 3) DON'T KNOW 26 (14) 1.99

36. Budget planning precedes program planning.
1) AGREE 92 (51) 2) DISAGREE 77 (43) 3) DON'T KNOW 11 (6) 1.55

37. A child should not join a participation activity until he is able to participate actively and as well as other children.
1) AGREE 6 (3) 2) DISAGREE 171 (95) 3) DON'T KNOW 3 (2) 1.98

38. Before he/she has learned to read a child can follow the words as an adult reads.
1) AGREE 113 (63) 2) DISAGREE 40 (22) 3) DON'T KNOW 25 (14) 1.53

Please react to the following competency statements by indicating the degree to which they are needed for effective library service to the early childhood population.

Professionals who work with young children shall demonstrate the ability to:

39. evaluate materials in keeping with concepts of early learning.
1) not necessary 4 (2) 2) nice to have 58 (32) 3) must have 117 (65) 2.63

40. plan activities which contribute to development of motor skills.
1) not necessary 23 (13) 2) nice to have 92 (51) 3) must have 64 (36) 2.23

41. talk to children in a way that develops language ability.
1) not necessary 5 (3) 2) nice to have 32 (18) 3) must have 141 (78) 2.77

42. plan exhibits and create an environment which develops pre-reading skills.
1) not necessary 6 (3) 2) nice to have 78 (43) 3) must have 95 (53) 2.50

43. analyze manipulative materials in accordance with learning theory.
1) not necessary 26 (14) 2) nice to have 95 (53) 3) must have 56 (31) 2.17

44. develop program objectives.
7 (4 %) 39 (22%) 132 (73 %) 2.71
1) not necessary 2) nice to have 3) must have

45. develop measures of program effectiveness.
5 (3) 55 (31) 119 (66) 2.64
1) not necessary 2) nice to have 3) must have

46. prepare effective public relations activities to promote library programs for young children.
3 (2) 53 (29) 123 (68) 2.67
1) not necessary 2) nice to have 3) must have

47. construct programs for parents of young children.
16 (9) 133 (74) 30 (17) 2.08
1) not necessary 2) nice to have 3) must have

48. identify community agencies which work with pre-school children.
19 (11) 105 (58) 55 (31) 2.20
1) not necessary 2) nice to have 3) must have

49. coordinate library activities for community programs serving pre-school children.
21 (12) 109 (61) 49 (27) 2.16
1) not necessary 2) nice to have 3) must have

50. plan activities in accordance with a recently acquired knowledge (within the last ten years) of early learning theory.
22 (12) 98 (54) 58 (32) 2.20
1) not necessary 2) nice to have 3) must have

Please rate 1 - 5 your interest in short courses dealing with

51. Implications of Piaget for librarians who work with young children.
LOW HIGH
37 (21) 29 (16) 60 (33) 32 (18) 18 (10) 2.80
1 2 3 4 5

52. Planning, organizing and evaluating programs for the early childhood population.
16 (9) 12 (7) 33 (18) 49 (27) 68 (38) 3.79
1 2 3 4 5

53. Selecting and evaluating materials (all kinds) which contribute to early learning.
8 (4) 12 (7) 24 (13) 45 (25) 91 (51) 4.11
1 2 3 4 5

54. Developing activities which support early learning concepts.
13 (7) 13 (7) 46 (26) 46 (26) 61 (34) 3.72
1 2 3 4 5

55. Working with the "special" pre-school child (culturally disadvantaged, handicapped, minority, bi-lingual).
28 (16) 38 (21) 37 (21) 35 (19) 42 (23) 3.14
1 2 3 4 5

56. One of the outcomes of this study will be an offering of short courses to assist librarians who wish to update and improve their skill in library programming for young children. Please indicate if you would like to be considered as a participant. 1) Yes 2) No 1.41
105 (58) 71 (39)

To: Dr. Henry Drennan, Program Officer
Research and Development Branch
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U.S. Office of Education
R3319A
ROB #3
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Washington, D. C. 20202

From: Marguerite Baechtold, Project Director
Early Childhood Library Programming:
Identification and Demonstration of
Competencies Needed
OE Grant No. G00702311

Subject: Interim Technical Report,
end of third quarter

Date: July 17, 1978

This report will 1) describe the policy decisions and procedures related to selection of participants for the instructional phase of the project, 2) present an account of the development of the I CAN lists, 3) summarize the final planning for teaching three short courses designed to satisfy identified gaps in professional preparation of school media specialists and librarians who work with young children.

Selection of participants. In keeping with the procedure spelled out in the grant proposal (g.v. p. 7), those respondents who 1) indicated interest in the courses and who 2) live within a fifty mile radius of Kalamazoo, Michigan were notified. This did not accrue a sufficient number of participants for a variety of reasons including family responsibilities, summer plans already committed, could not be freed from work schedule. The final list of participants was recruited by 1) invitation to survey respondents beyond the fifty mile radius, 2) letter to children's services directors of key school and library systems, 3) dissemination of flyer at regional library conferences, 4) local postings, and 5) interested students in WMU School of Librarianship. A list of those enrolled for either university or CEU credits, and the way recruited is appended.

Development of I CAN lists. Following a preliminary exploratory work session scheduled with Dr. Ruth Ekstrom in Chicago on February 23, 1978, the Project Director travelled to Educational Testing Service in Princeton, N.J. There in a concentrated work session during the first week of May, the final decision on items for inclusion on the I CAN lists was made. In the interval between then and mid-June, Dr. Ekstrom prepared the final draft for three lists, each of which was designed to be used as a pre- and post-test for one of the three instructional units.

Final Planning for teaching short courses. Instructional decisions regarding what to include in each of the three courses were made, appropriate activities and discussion topics were planned, and with help from the Research Assistant, bibliographies of research and related literature were prepared. A wide variety of supporting films and illustrative materials were scheduled and requested. Some hand-out materials have also been obtained. Copies of bibliographies for the first instructional unit, "Professional Preparation...", and a copy of the I CAN list are appended to this report. Similar materials for the other two short courses will accompany the final report.

PARTICIPANTS

	State	Courses Taken	Where Recruited	Education	Current Employment	
Barancik, Sue	MI	B	Local posting	M.S.L. 1976	home maker	
Batten, Ellen	MI	A,B,C	flyer disseminated	High school	Library aide (elementary)	
Carson, Sylvia	MI	B	Local posting	M.S.L. 1976	Research assistant	
Coburn, Catherine	MI	A,B,C	Survey	B.A.	School Librarian	
Glerum, Karen	MI	A,B,C	Library School	beginning M.S.L. student	Kindergarten teacher	
Healy, Sharon	IN	A	Survey		Media specialist	
Johnston, Kristin	MI	B,C	Local posting	M.S.L. 1975	Elementary media specialist	
Kehoe, Jo	OH	C	Letter to library System		Public library	
McAllister, Marianne	MI	A,B,C	Library school	begining M.S.L. student	Children's librarian (public)	
McDonald, Laurel	MI	A	Library school	beginning M.S.L. student	Elemen. School librarian	
Manshum, Joanne	MI	A,B,C	Survey	beginning M.S.L. student	Elemen. School librarian	

	State	Courses Taken	Where Recruited	Education	Current Employment
Moran, Mary Ann	IN	C	Letter to Library Systems		Library assistant III (Public)
Nix, Darlene	IL	A	Letter to Library system	M.S.L. student	Elementary school librarian
Oligney, Ellen	MI	A,B,C	Library school	beginning M.S.L. student	Elementary school librarian
Overdier, Ruth	MI	B,C	Local listing	M.S.L. student	Library aide
Smith, Babette	MI	A	Local listing	M.S.L. 1974	Elementary school librarian
Spade, Eleanor	MI	A,B,C	Flyer disseminated	High school	Librarian (Public)
Steeby, Sue	MI	A	Survey	M.S.L. 1971	Children's librarian
Stern, Nancy	MI	A,B,C	Survey	M.S.L. 1971	Children's Bookmobile Librarian (Public)
Teeter, Marsha	MI	B,C	Survey	M.S.L. 1977	Children's Librarian (Public)
Thornton, Ellen	MI	A,B	Survey	M.S.L. 1976	Public Library
VanZuilen, Darlene	MI	A,B,C	Survey	B.A.	Public Library
Waldo, Mary	MI	A,B,C	Local posting	M.S.L. 1976	Children's librarian
Wray, Mary	IN	C	Letter to Library Systems		Library assistant III (Public)
	N= 24				

WESTERN MICHIGAN UNIVERSITY
SCHOOL OF LIBRARIANSHIP
KALAMAZOO, MICHIGAN
49001

To: Dr. Henry Drennan, Program Officer
Research and Development Branch
Office of Libraries and Learning Resources
U.S. Office of Education
R3319A, ROB #3
7th & D Street S.W.
Washington, D.C. 20202

From: Marguerite Baechtold, Project Director
Early Childhood Library Programming:
Identification and Demonstration of
Competencies Needed
OE Grant No. G00702311

Subject: Interim Technical Report, end of fourth quarter

Date: September 1, 1978

This, the fourth and final report of the above cited project will: 1) review the instructional plans for the three short courses offered July 11 - August 17, 1978, 2) summarize the outcomes, and 3) list products generated as a result of the funding of the project and 4) summarize and draw pertinent conclusions.

Review of instructional plans.

690 A: Professional Preparation for Specialization in Early Childhood Library Programming.

Date: July 11-20, 1978

Description

Emphasis will be on characteristics of the early childhood populations and the competencies needed by professionals who work with young children, ages 3-8, in school media centers and public libraries. Identification of pre-reading skills and methods of teaching reading and the implication of these for librarians and media specialists will be stressed.

Objectives

Students will:

1. identify emotional, intellectual, and physical characteristics of children ages 3-8.
2. identify competencies needed by professionals who work with young children in either school media centers or public libraries

Objectives-continued

3. survey methods of teaching reading and draw conclusions about the implications for school and public libraries.

Content

Day 1

A.M.

A. Introduction of 1) workshop 2) participants.

Orientation to Early Childhood Library Programming Project survey results

Orientation to facilities.

B. It's Your Choice.

1. What are Early Childhood Issues?

(Draw from group at random. State on blackboard or easel. Retain for later reference.)

2. Where do YOU stand?

(Pre-Test)

C. Assigned Readings from Bibliographies.

Day 1

P.M.

A. Characteristics of Young Children.

Lecture: Developmental Stages

Outline:

Historical perspective

Recent approaches to human development

Sensori motor development

Cognition, language development

Social development

Self concept.

B. Films:

Cognition (Piaget)

Classification (Piaget)

Concepts (Elkind)

Content-continued

C. Assigned Readings and continued film viewing; hand-outs on learning activities.

Day 2

A.M.

A. Implications for the Role of Professionals

List potential library/learning activities re:

1. Language, alphabet, words, numbers
2. Observation
3. Muscle control and coordination
4. Basic concepts.

Each discussion group will develop a list based on activities list, and present via transparencies for projection to entire group.

Day 2

P.M.

A. Identify pre-reading skills.

B. Reading and discussion session.

1. Relate reading skills to Piagetian sequential stages of development:

sensori/motor
pre-operational

Day 3

A.M.

A. Competencies of Library Professionals who work with young children.

1. Draw areas from survey instrument.
2. Develop profile format.

B. Preliminary work session on area definition statements.

P.M.

Final draft of definition statements.

Day 4

A.M.

A. Share and refine definition statements.

B. Screen definition statements for overlap. Retain where they can be viewed by all while writing competency and activity statements.

P.M.

A. Prepare competency and task lists via 1) ditto, 2) transparency, or 3) chart.

B. Share and refine.

C. Post test for cognitive gains.

D. Evaluation 690 A.

Product

Compilation of competencies needed by library professionals who work with young children

Domain: Development and growth of young children
Domain: Media and Materials
Domain: Professional Interraction
Domain: Learning Environment
Domain: Programming

Compilations are appended to this report in Appendix A.

690 B: Evaluation and Selection of Materials for Early Childhood Library Programs

Date: July 25-August 3, 1978

Description

Criteria for selection and utilization of all types of materials designed for use with children, ages 3-8 in public and school libraries. Materials will be analyzed in respect to their potential for both learning and enjoyment.

690 B-Continued

Objectives

Students will:

1. Identify criteria for both print and manipulative materials
2. Design one item which will contribute to a young child's learning environment
3. Examine and analyze packaged materials which have pre-stated objectives
4. Analyze selected titles in respect to potential for learning and/or enjoyment.

Day 1

A.M.

Orientation to Early Childhood Project

Introduction of participants

A. It's Your Choice

What are the issues?

Draw out from group

B. Where do YOU stand?

Pre-test

Discuss arrangements for field trip.

P.M.

Lecture on Developmental Task

Slides on types of materials.

Assigned readings.

Day 2

A.M.

Examine selected non-print materials.

P.M.

Analyze print materials.

Day 3

Field Trip to Discovery Center, Columbus and Franklin County Public Library, Columbus, Ohio.

690 B-continued

Day 4

A.M.

Match media with developmental tasks.

P.M.

Share designed items.

Post-test

Evaluation

Product

Criteria for Evaluating Library Materials for Young Children

Production item for early learning.

Lists of criteria and produced items are appended to this report in Appendix B.

690 C: Program Planning and Measurement of Library Experience for Early Childhood.

Date: August 8-17, 1978

Description

Techniques of developing library program objectives specifically for early childhood will be presented and systematic planning toward effective measurement will be stressed. Some tested techniques of public relations and ways of articulating and communicating with other library programs will be included.

Objectives

Students will:

1. Design program objectives for a selected area of early childhood library experience
2. Prepare and present a plan for an early childhood library program including objectives, assessment of resources identification and choice of alternatives, projected implementation and method of evaluation
3. Identify ways of articulating and communicating early childhood program needs with other library programs.

690 C-continued

Content

Day 1

A.M.

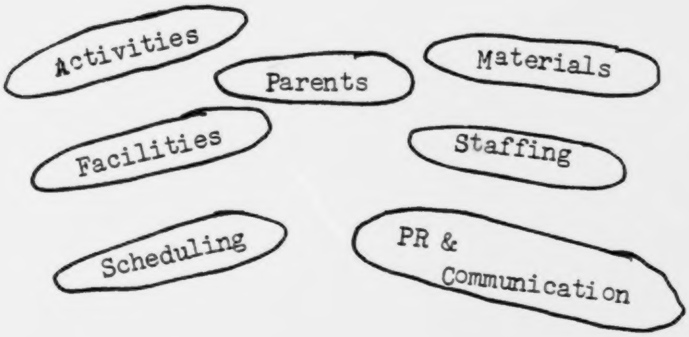
Orientation to Early Childhood project

Introduction of participants

It's Your Choice: Pre-test

Components of Early Childhood Library Programming

Lecture and discussion to develop model:


Activities
Parents
Materials
Facilities
Staffing
Scheduling
PR & Communication

Films: Sharing Literature with Children
Orlando P.L.

What's So Great About Books

Day 1

P.M.

Characteristics of Program Planning

Goal/Mission statement

Program Objectives

Assessing Resources

Identifying Alternatives

Selecting Alternatives

Measuring Effectiveness/Evaluation

690 C-continued

Day 2

A.M.

A. Analyze types of programs

Decide

Devise

Develop

B. Examples of steps in planning

P.M.

Confer with individuals and groups to develop programs

Day 3

A.M.

Program Planning Simulation

P.M.

Individuals revise on basis of input resulting from simulation.

Guest speaker: How to Solicit Program Support.

Day 4

A.M. Guest speaker: PR & Publicity

P.M. 10 minute presentations per individual

Post-test

Evaluation

Product

Proposed Program for Early Childhood in Public or School Library

Brief summaries of proposed programs are appended to this report in Appendix C.

Summary of outcomes.—Data about the outcomes of the three short courses were gathered in two ways: 1) by means of pre- and post-tests to measure participants' perceptions of cognitive gains and 2) through an evaluation form to gain feedback on other course related factors such as: a) content, b) activities and materials, and c) workshop format.

In general, the pre- and post-tests revealed that participants felt that some cognitive gain was achieved in most areas, some more dramatically than others. For some individuals increased understanding and awareness were more noticeable than for others. It is acknowledged that although the I CAN lists do not reflect a scientific measurement of cognitive gains, they did serve a useful purpose insofar as providing participants with a sense of achievement. When queried informally about the usefulness of the pre- and post-tests, the concensus was that "it feels good to be able to mark a higher place on the scale".

Graphs comparing participants' responses on pre- and post-tests are appended to this report in Appendix D.

The evaluation of other course related factors reflect the participants' satisfaction with the degree to which the short courses fulfilled their stated objectives. They had opportunity to react also to the relative effectiveness of materials and activities. Comments on the workshop format were solicited.

A tally sheet and comments for each of the course evaluations are appended to this report in Appendix E. For brevity, comments have been summarized, or included only once whenever essentially the same comment was made by more than one participant. The project director's observations are at the end of each course evaluation.

Products generated.— As a direct result of this project, numerous products have been generated. For each short course, at least one item was developed either by group or individual effort:

690 A - Competencies for Library Professionals Who Work with Young Children

690 B - Criteria for Evaluating and Selecting Early Childhood Library Materials

690 B - Individually Designed Items to Enhance the Learning Environment in Libraries for Young Children

690 C - Proposed Programs for Early Childhood Experiences in School and Public Libraries

In accordance with the terms of the project proposal, workshop packages have been prepared and will be distributed to state agencies and professional associations for in-service programs.

Numerous contributions to professional journals are being forwarded to library publications as well as to related interests such as early childhood education and parenting.

The director of this project is currently under contract to prepare a manuscript which will be published jointly with another writer. The tentative title is Libraries and Family Development, and some of the findings of this project will provide a substantial portion of that work.

A short summary of the project activities and copies of the bibliographies developed for the short courses are being distributed to all names on the mailing list of persons who inquired about or expressed interest in the project, and are included in Appendix F.

Opportunities to present the research findings of the survey at the American Association of Library Schools Conference in Washington, D.C. in January 1979 and at the American Library Association Annual Conference in Dallas in June 1979 have been received. There exists also the possibility of a paper being presented at the International Association of School Librarians in Odense, Denmark. This conference is featuring the International Year of the Child for the theme of its program; so, although the program has not yet been finalized, the scope of this project has been deemed to be appropriate.

At Western Michigan University School of Librarianship, the short courses will be incorporated either as an elective specialization, as separate mini-course offerings, or absorbed in the course on children's services.

Summary and Conclusions.—The purpose of this research and demonstration project was to 1) identify gaps in the professional preparation of library professionals who work with young children and 2) develop and test short course offerings to improve the skills and competencies of school and public librarians.

Initially it was presumed that state library agencies could provide the investigator with directories from which the survey population could be randomly selected. When it became apparent that such directories were not available from any of the four states chosen for the study, the investigator turned to membership lists for professional library associations. While this factor tended to skew the sample in direction of the more professionally committed, the findings of the survey did identify certain gaps in the competencies of library professionals working with young children in school and public libraries. When respondents were given an opportunity to express interest in short courses designed for early childhood library programming, better than 25% responded affirmatively. This suggests that there is some need for further continuing education efforts. Experience in recruiting the participants for the demonstration phase clearly points, however, to the crucial nature of scheduling and location of continuing education offerings.

The demonstration phase proved to be an excellent proving ground for testing what can and cannot be accomplished in short courses designed to upgrade specific competencies of already qualified library professionals. This project has re-inforced the need to tailor instructional objectives to stated needs of the target population. It is essential that supportive materials be screened for pertinence and made readily available for quick consumption by participants. The value of interactive activities was attested to repeatedly. Recognition that short courses or workshops exist to open doors to further exploration by individuals must be firmly implanted at the outset to counteract frustration.

This survey and demonstration tends to support the project director's premise that some professionals working with young children in school and public libraries need to extend their competencies in order to meet the precise library needs of three to eight year old children. Given the urgency of the social, intellectual and physical developmental needs to be met, there is support for greater stress on this segment of library service to be integrated into library education curricula.

Based on the limited experience within the scope of this project, further research and demonstration effort can be profitably directed toward 1) identifying exemplary programs or parts of programs to create a composite model, 2) refining criteria for selection and evaluation of early childhood library materials, 3) ways of screening personnel re: aptitude for serving this important clientele, and 4) devising effective measurements which can evaluate and hence help to justify library programs that serve the early childhood population.

If we believe that a child's ability to learn and to cope with some of life's pressures is related to the extent and quality of early (preschool) experiences, then the library profession has some obligation to prepare professionals who are competent to develop substantive programs specifically for this population. The project described in this report is one small effort to meet that challenge.

DEVELOPMENT AND GROWTH OF THE YOUNG CHILD

DEFINITION: The development and growth of the young child is an on-going process involving the total child including the interaction of motor, language, emotional, and social areas of development.

Responsibility 1: To identify the developmental characteristics of pre-operational children, and to apply this knowledge to decisions regarding, 1) materials selection, 2) programming, and 3) interaction with young children.

Activities:

1. Provide a library atmosphere which encourages growth of the child's physical, cognitive and social awareness.

2. Select and provide stimuli of varied forms in the library for this level and encourage their use: books, puzzles, games, toys, or others.

3. Select and provide books and other materials to build pre-reading skills.

4. Develop and carry out programs and other activities designed to reinforce, aid and increase the child's physical, social and cognitive growth.

Responsibility 2: To identify developmental characteristics of the operational level of the young child and to apply this knowledge to materials selection, to programming and to interaction with young children.

Activities:

1. Reinforce pro-operational and operational reading skills by providing materials, programs, and guidance.

2. Select and provide materials containing controlled vocabulary.

Responsibility 3: To identify individuals or groups in the community concerned with the growth and development of children, and to actively cooperate with them in furthering the social, physical and cognitive skills of children.

Activity:

1. Communicate with groups in the community who work with or are concerned with young children: schools, social agencies, preschool nurseries and day care centers, parents or other individuals.

DEFINITION: Providing media and materials includes selecting, evaluating, acquiring, and using print, non-print, and manipulative materials as a means of supplying young children with essential developmental experiences.

Responsibility 1: To select and acquire print, non-print, and manipulative materials conducive to the young child's development.

Activities:

1. Develop criteria for selecting equipment and resources for different sequential levels.
2. Consistently search for new materials.
3. Obtain recommendations from parents, children, and professionals.
4. Implement recommendations.
5. Evaluate materials to determine if the materials perform the function to which they were intended.

Responsibility 2: To catalog the acquisitions of library materials in a logical order.

Activities:

1. Categorize equipment.
2. Use proper reference materials for organizing equipment.
3. Have proper index cards and filing materials on hand.
4. Instruct typist as to processing steps and discuss for clarity.
5. Process cards and envelopes.
6. File references in logical order.
7. Provide clear advertisement for easy retrieval.
8. Label equipment individually.
9. Provide covering for equipment protection.
10. Place materials and equipment in proper storage areas.

Responsibility 3: To equip the library with adequate storage areas which allow for child accessibility with the least amount of loss.

Activities:

1. Set up criteria for determining which media will be placed on open shelves accessible to the children and which will be on closed shelves requiring adult supervision.

2. Be sure storage area is adequate to handle the materials placed there. Space, temperature, lighting, and safety should be considered.

3. Open shelves should be on a level easily accessible to young children.

4. Review company storage units and shelves to determine which would be the most suitable to library plant.

5. Develop a media corner where children can use the equipment or play games without interfering with the quiet reading.

6. Observe and evaluate the circulation and use of materials to determine if the children are getting the most use of materials and whether or not the storage is a limiting or expanding factor.

Responsibility 4: To dispense information to the public and potential library patrons concerning materials, equipment, and programs available to them.

Activities:

1. Advertise in the local newspaper periodically any special programs being offered, e.g., the showing of a film during the children's story hour.

2. Make posters to be placed in public buildings and schools to encourage participation.

3. Send out regularly a newsletter to all postal patrons expressing how successful the past programs were and what to expect in the future.

4. Print and make available instruction sheets explaining use and borrowing of library materials.

5. Print a list of new or high interest materials.

6. Include with the materials an evaluation sheet asking people their views on the material and if there is anything they might suggest as far as spreading news.

7. Consistently evaluate existing forms of advertising to determine performance and search for new and different methods with an open mind as to their possible implementation.

Responsibility 5: To keep daily records of books, magazines, and other media in circulation to determine library growth and to assess the needs of the users both in the library and at home.

Activities:

1. Keep accurate record of where each item is and who has it.

2. Consistently encourage patron usage.

Responsibility 6: To develop a continuing process of professional supervision and training of children to handle library materials and equipment.

Activities:

1. Provide for competent adult supervisors and instructors for children.
2. Familiarize oneself and staff in proper handling and usage of equipment according to manufacturers' directions.
3. Train children in use of less complicated equipment, e.g., record players, cassettes, filmstrips, etc.
4. Show children how to play the games.
5. Provide a reading area and when possible a storyteller.
6. Schedule usage of equipment to avoid conflicts.
7. Demonstrate proper usage of materials to the patron or child's parents.
8. Check out equipment for reasonable period of time explaining (clearly) the return date.
9. Follow correct circulation procedures.
10. Listen to suggestions from patrons concerning future use of materials or concerning replacements.
11. Use professional judgment before implementing patron's suggestions.
12. Implement new ideas that show promise of improvement of library services.

Responsibility 7: To repair and replace materials in order to maintain existing collection.

Activities:

1. Periodically check open shelves to determine condition of materials, especially those used within the library.
2. Examine material each time it is returned to the library after use.
3. Repair all repairable damages.
4. Discard badly damaged materials.
5. Replace lost or discarded materials with duplicate or equivalent materials.

PROFESSIONAL INTERACTION

DEFINITION: Professional Interaction is assuming responsibilities by competent adults who deal with the early childhood population. By rendering services, sharing expertise, and continuing education, the professional will maintain high standards, thereby promoting useful communications with those concerned.

Responsibility 1: To engage in a leadership role in the community.

Activities:

1. Cultivate cooperative relationships within the community.
2. Participate in local groups.
3. Convey to the public the library role in early childhood.
4. Inform professionals of new developments in early childhood education/development.
5. Encourage further development at higher levels of learning (i.e., classes, workshops).
6. Support state and federal programs.

Responsibility 2: To develop and utilize effective channels of communication.

Activities:

1. Send notices, letters, newsletters to individuals and groups.
2. Use newspapers, television, radio, posters.
3. Attend meetings - PTA, City Council, etc.
4. Telephone.
5. Invite others to group meetings.
6. Interact with others - formally and informally.

Responsibility 3: To encourage and facilitate continual growth in early childhood education.

Activities:

1. Activate and maintain a file of community resources.
2. Provide a professional collection for support of education.
3. Attend workshops, classes, etc.
4. Attend meetings and conferences to enhance knowledge.

5. Support professional organizations.
6. Read materials; Subscribe to professional journals.

Responsibility 4: To interact and support other professionals and adults concerned with children.

Activities:
1. Develop good relations with different people and groups.
2. Make available the professional collection.
3. Make own materials and those of others a part of collection.
4. Attend meetings. Be a speaker.
5. Make programs available.
6. Invite speakers and others to group meetings.

Responsibility 5: To evaluate and respond to the goals of professional interaction.

Activities:
1. Receive and interpret feedback.
2. Review involvement in community agencies.
3. Identify most effective forms of communication.

DEFINITION: The learning environment of the child, ages 3-8, consists of the total space surrounding the individual: the home, the library, the school, and the entire community setting are elements contributing to the child's total growth and development.

Responsibility 1: HOME. To cooperate with the home in providing a favorable environment for a child to learn.

Activities:

1. Initiate communication with the home for the purpose of assisting in the creation of a desirable learning atmosphere.
2. Create an awareness that family members may serve as models to develop positive attitudes in the child toward learning.
3. Recommend strategies, media and materials to facilitate learning in the home.
4. Make accessible appropriate media and equipment for the young learner to use in the home to encourage personal ownership.

Responsibility 2: LIBRARY (School or public). To design and maintain the atmosphere and the physical facilities within the library in a way that is conducive to learning.

Activities:

1. Welcome family use of library facilities.
2. Provide positive reinforcement for the child who decides to explore, create, and learn in the library.
3. Provide an environment to encourage freedom in questioning.
4. Arrange appropriate displays and exhibits at low levels as part of the library surroundings.
5. Involve the child in creating some of these displays and exhibits.
6. Acquire comfortable and attractive furnishings designed for children.
7. Plan the physical arrangement of the children's area in the library to accommodate the needs of the young child.
8. Provide access to a quiet environment for invididual work.
9. Provide an area conducive to group activities.
10. Provide accessibility of media and materials to encourage learning activities.

Responsibility 3: SCHOOL. To plan physical settings with staff members in informal or formal school situation that will encourage creativity and inquiry.

Activities:

1. Consult with staff members in creating learning environments in any educational setting.
2. Recommend strategies, materials, and equipment that relate to the staff's curricular goals.
3. Make available appropriate media, materials, and equipment to support educational objectives.

Responsibility 4: COMMUNITY. To identify specific resources in the total community that contribute to a useful learning environment for the young child.

Activities:

1. Provide information about available community resources.
2. Maintain contact with community agencies providing learning experiences.
3. Initiate extension of the learning environment, (e.g., field trips, etc.), into a variety of community settings.

PROGRAMMING

DEFINITION: Programming is the design and implementation of multi-faceted library activities with a focus on enriching and supplementing the life experiences of the young child. The design incorporates the assessment, analysis, and synthesis of the developmental needs of the young child; and the evaluation and recommendation of program goals and objectives. Programming will also include dissemination of the resulting document to such other individuals and organizations concerned with the education of the young child as are determined to fall within the scope of the program.

Responsibility 1: To analyze the needs of children in the service area of the program.

Activities:

1. Determine characteristics of the community by use of existing research documents when available and original research when necessary.
2. Determine areas of deficiency within the life experiences of young children to be served through the study of existing programs and services.

Responsibility 2: To delineate the scope of the program through the use of the analysis and the application of professional knowledge of the development of the young child.

Activity:

1. Establish priorities for areas of concentration of activities.

Responsibility 3: To plan and implement library activities that provide experiences which enhance the development of the young child's cognitive, motor, and social skills.

Activities:

1. To coordinate personnel, material, resources, and physical space to provide optimum program utilization.
2. Publicize by whatever methods necessary to reach the target population.
3. Conduct the program.

Responsibility 4: To continuously evaluate the program and measure its degree of success or failure throughout the program.

Activities:

1. Review personnel techniques and abilities, materials and resources, and physical space.
2. Make whatever adjustments necessary for improvement of performance.
3. Develop a summary statement documenting the development and the results of the program, and formalizing recommendations for future use.
4. Disseminate information from the resulting statement.

Western Michigan University
School of Librarianship

690 B

APPENDIX B

CRITERIA FOR SELECTING EARLY CHILDHOOD LIBRARY MATERIALS

I. Physical Aspects

1. Is it attractive to young children? Design, format, color.
2. Is it durable? Structurally sound.
3. Is it easily maintained? Repaired? Are missing parts easily replaced?
4. Is it safe for use by young children? Does it meet government safety regulations? Non-toxic/sharp edges.
5. Is packaging appropriate? Safe, durable, easily maintained, logically organized.
6. Is it economically feasible? Is it priced realistically? Is it complete/self-contained or do you need to buy something else to make it usable?
7. Is the technical production sound?
    - Is print clear?
    - Are pictures distinct?
    - Are audio aspects sharp?
    - Is basic material of high quality? (paper/film/tape/etc.)

II. Developmental Stages

1. Does it promote large and small muscle development?
2. Does it offer experiences with different textures and sizes?
3. Does it promote visual discrimination?
4. Does it promote spatial discrimination?
5. Does it have vocabulary and sentence structure on progressive levels?
6. Does it stimulate logical thinking (i.e., cause/effect.)?
7. Does it introduce relationships between objects, living things, ideas-feelings?
8. Does it relate to their experiences?
9. Does it evoke positive response?

III. Social Growth

Does the material

- promote and encourage the development of a positive self-image?
- foster a healthy respect for family relationships and interaction?
- promote positive values?
- encourage appropriate and realistic peer relationships?
- present people of diverse groups (socio-economic, racial and religious, handicapped) in an unbiased approach?
- express individuality of people without stereotyping?
- help the child to accept and deal with the crises of life (death, divorce, desertion, remarriage, illness, arrival of new siblings)?

IV. Appropriateness

Do materials relate to curricular needs?

Do materials reflect positive minority attitudes? (Avoid racial, sexual, occupational, national or religious bias)

Are materials appropriate for developmental and chronological age?

Do materials reflect community interests/geography?

Do materials reflect best use of money available?

Are materials appropriate to needs of collection? (Physical limitations - space; does it duplicate, add to materials already in collection?)

V. Creativity

- Does it allow for individuality?
- Does it stimulate multiple ideas?
- Is it structured so a child feels comfortable in initiating its use?
- Does it provide for flexibility?
- Does it provide for experimentation?
- Does it generate new ideas to be used with other ideas or activities?
- Does it encourage self-expression?
- Can the materials be re-used?
- Are they inexpensive to be copies at home?

APPENDIX B: Items designed to contribute to young children's learning in libraries.

Photographs are included in the master copy of this report on file in the office of:

Program Officer
Research and Development Branch
Office of Libraries and
Learning Resources
U.S. Office of Education
7th and D Street S. W.
Washington, D. C. 20202

APPENDIX C

Proposal one: Listening for Learning and Enjoyment

Program is intended to strengthen listening skills of children. To do this, a listening center for young children's learning and enjoyment will be created in a public library. The center will contain learning-listening ideas such as cassette players, record and tape equipment, the amount purchased being dependent on available budget. Materials will be selected and purchased by volunteers who also will aid the staff in manning the center.

To accomplish this project, there will have to be support from the library board, the library staff, and volunteer mothers. Promotion of the project will be via a parents group. There will need to be an evaluation of the program and this can be accomplished by keeping circulation figures, observations, and questionnaires. Eventual hope is that the center can be expanded.

Proposal two: Acquainting the preschooler with the public library

There is a necessity to introduce the preschool child to the library. The proposal is designed to give the child cognitive and recreational experience with books, games, toys and other media in the library. The child will find the library as a source of enjoyment and information, and a place to develop a positive self-image through peer experiences. Parents and key members of neighborhood groups and agencies will be involved in developing and fulfilling the goals.

The children's area of the library will be the setting for this program and parents and volunteers will be relied upon in addition to the library staff. The selection of books, toys, and games will be geared toward that age group, with supplemental films and easy-to-read books already in the collection.

The program, centered around games, storytelling, puppets, and films, is intended to attract children who do not regularly use the library. It will be a once a week session and parents will be invited to participate. The parents are the main contact for the program. It is hoped that they will be attracted to the program through posters, announcements in the school newsletter and the local newspaper, and also through their community association. The parents will be asked to evaluate the program through a questionnaire.

Proposal three: Promoting Parents' Participation of Cognitive and Social Development of Preschool Children

This proposed program will promote parents' active participation in their preschool child's cognitive and social development. Through the purchase of books for the public library bookmobile, and through annotated bibliographies on "parenting" books, this program proposes to get the parent actively involved.

Plans for: 1) a series of handouts to give to parents which list activities for the home, and 2) for a display of books and material to promote use and dissemination, will be accomplished by stated deadlines.

Staff will prepare and select materials for this program and attempts will be made to duplicate materials at the lowest costs. Preparation and research time have been estimated.

To promote the program, the following will be contacted with a colorful flyer or poster: Parents, Peers-Professionals, other educational units, and social agencies. To measure the effect of this program, circulation figures will be monitored. It is anticipated that circulation within the parenting subject will increase.

Proposal four: Development of a Children's Record Collection

The intent of this program is to develop a circulating record collection that will be available for children, teachers, and the public in a school library which also serves the community. This collection will supplant classroom collections. Monies for this program can come from the school library budget, civic group donations, and the school library club. Staffing of the record collection will be by volunteers and one CETA clerk. Record space will be made in the collection and a record-holder bag will be made for circulation purposes. There is also the possibility of soliciting record donations from the general public and then selecting ones for the collection based on good reviews.

The records will be cataloged and integrated into the general collection. Circulation procedures will be set, as well as fines for lost or broken records.

Promotion of program will consist of inviting teachers and parents to view the collection and giving them a list of titles. Evaluation will consist of questionniares for the K-6 teachers to fill out at their monthly meetings and questionnaires for parents to see what effects the records had at home. The children will also be asked if they enjoyed the records and if they learned anything from them.

Proposal five: Reading for First and Second Graders

Program proposes to provide a climate for making reading pleasurable for reluctant first and second grade readers by designating an area in a public library as a parent/child reading center. Along with easy materials and reading games to reinforce skills, the center will be stocked with materials to aid parents in becoming aware of reading techniques. Existing resources will be drawn upon, supplemented by a modest contribution from the Friends of the Library. Implementation will be in three phases, with publicity included in summer program fliers. Informal feedback will result in possible modification. Evaluation will be accomplished through a daily log of activities and observations by librarian.

Proposal six: Meeting with Parents of Preschool Children

This program sets up a series of meetings for parents of preschool children enrolled in Story Hour for the purpose of acquainting them with the library collection, existing library programs, and input from community agencies that can be related to preschoolers. The meetings will be held every three weeks at the same time as the Story Hour. Meetings are to involve varied activities such as providing booklists and lists of community agencies to parents, showing films, and occasionally providing speakers from the community on such topics as mental health. The budget should be able to absorb costs for the program but it is hoped that free materials can be found as well as free speakers. Eventually, it is intended that such a program be expanded or also be created to include parents of younger children, and also to include members of the general public who do not have children attending Story Hour.

Publicity will be to directly contact the mothers of children in Story Hour and another idea is having a newspaper story on parent-children sharing. Also, television and radio publicity can be used.

Evaluation of the program will consist of measuring interest and attendance by parents as well as a survey determining what was liked and disliked.

Proposal seven: Increasing Primary Grade Children's Awareness and Enjoyment of Poetry

Program revolves around introducing poetry to a school environment via reading to the children during class visits to the library, using appropriate themes on bulletin boards throughout the year, and providing the teachers with resources and suggestions for using poetry in the classroom. The existing collection and staff will be used for this program but staff time is needed in planning library presentations, preparing material, constructing bulletin boards, and conducting library and classroom poetry sessions.

This program can stimulate and lead to creation of bibliographies on poetry and lists of book and non-book materials on selected subjects. Poetry interest centers and listening centers can be set up as well as workshops and assemblies. Implementation will consist of gathering suggestions from teachers and actually beginning the activities. Promotion of the program will consist of selling the idea at a faculty meeting and then carrying through at a school assembly and with posters. Measurement will be taken of how many times poetry was read; how many times it was incorporated into bulletin themes and other classroom activities; and by the favorable or unfavorable reaction to the program.

Proposal eight: Involving Parents in Child's Early Learning Experience

Parents do not have formal training on how to best meet their child's needs so this program intends to bring together parents with the school librarian and K-2 teachers. This will be done through three Saturday morning sessions and four evening sessions throughout the school year during which parents will be provided with information relevant to early childhood learning. A monthly newsletter of current issues will be sent to parents and a collection of written materials on parenting will be acquired and available to circulate. The Saturday morning sessions will be activities between the child and a special person such as a grandfather or a mother. The evening sessions will revolve around films and speakers. The sessions will be organized and conducted by the librarian and K-2 teachers, who will also be responsible for the newsletters. The librarian and the teachers will also be responsible for building up the collection and for contacting community agencies to see what programs and services are available to the young child.

Promotional efforts will aim at attracting the children and having them urge their parents to get involved. Progress reports of the program will be given to the school board on a regular basis.

Evaluation is four-fold: 1) a questionnaire will be distributed at each evening session; 2) the newsletter will have an evaluative section; 3) an evaluation will accompany each book circulated in the parenting collection of the school library; 4) the teachers and librarian will meet three times for an on-going evaluation of the program.

Proposal nine: Development of Cognitive Skills used in Reading

This program hopes to develop children's cognitive skills through toys and games, and thus, improve pre-reading skills.

A physical area in the library will be needed for the program and already available puppets and theatre, indoor ball games, books and magazines will be used. Only one teacher's aid will be needed to staff program during 8:00 to 8:30 a.m., and the cost will be minimal. Selling of this program will be at a PTA meeting where a special presentation will be given. A poster or an ad will help in promotion.

Evaluation will consist of keeping a record of students served plus their reactions and also conferring with teachers as to favorable and unfavorable consequences of the program.

Proposal ten: Creative movement experiences

This program is geared toward the kindergarten set and it involves setting up a creative movement activity at least once a month during the school library's regularly scheduled story time. Space will have to be taken into consideration but this can be either the storytelling area or the school gym might be used. Besides the librarian, it is hoped that the kindergarten teacher, the gym teacher and some outside experts can be called upon. Materials such as records and films will come from the existing collection and from area resource centers. Very little money will be needed. The hope of the program is to develop some new skills - the librarian should learn the skills well enough so that she could conduct the program.

Implementation will go smoothly and there is hope for twelve lesson sessions. The best time suggested for this program will be in the spring time and there will be an attempt to describe the program to the PTA and to publicize it in the local newspaper and the school newsletter.

Evaluation will be at year's end to see if activities were performed as scheduled and probably some qualitative measures such as interviews and observations. Reports of program's progress and benefits will have to be given to school principal and board.

Proposal eleven: Circulating Framed Pictures

This program proposes that the budget of a children's room be expanded so that framed pictures, which would be selected by the staff of the Children's Room and the Art Department, could be circulated to the early childhood population. The Children's Room staff would be responsible for displaying the equipment and for its distribution. The estimate is for about twenty-five pictures which will be cataloged and placed in a special file and the pictures themselves will receive jackets and titles and will be placed in sturdy cloth or cardboard bags. It is possible too, to ask for donations of pictures to be circulated. Implementation will consist of making sure there is a budget for this and then proceeding to set up the display area with the pictures. There needs to be guidelines set for picture selection. Repair of pictures will also have to be considered.

Promotion of program will be via local television spots, in which pictures and brochures will be displayed plus an interview describing the program.

At the end of two years this program will be evaluated as to how many pictures were donated; how many were circulated; what pictures were most popular; and what condition are the pictures in after two years. A user and non-user survey can be taken also.

Ultimately, this program hopes to increase the appreciation of art by the young child.

Proposal twelve: Establishing a Parental Preschool Corner in the Children's Room

This proposed program will create an attractive area of the children's room where book and non-book materials for parents and preschoolers, as well as lists of community agencies concerned with young children and booklists and bibliographies in bookmark format, can be displayed. Hope is that non-user parents and children will be attracted to the library. Materials on parenting from the collection and newly selected material will be set aside. Bibliographies for the children need to be compiled.

Minimal costs like selecting new materials and possibly buying furniture and playthings on an "add-on" basis will be incurred. Friends of the library will be approached for additional funding. Staff, other than people to set up the display area, will not be needed. There will be a special circulation of materials.

Promotion of program will be through posters, bookmarks, brochures, newspaper adds, radio and television announcements, "word of mouth", and contact through existing parent-child workshops and visits to nursery schools. Invitations will be sent for special opening day presentation which will consist of an introduction to the facility.

Evaluation will be a short questionnaire to be included with the materials.

Proposal thirteen: Parent workshops in conjunction with children's story hours

The purpose of this proposal is to involve the parent in making games that can be used in the home with preschool children. It is intended to promote reading readiness. This program includes a series of parent workshops, which will include films, and then work with materials that will increase oral skills (making puppets), increase motor skills (bean bag toss games), and other learning experiences. Eventually, hope is that numbers, the alphabet, shapes, and literature can be shared between parent and child. The setting for this program is a resource center of a school. The proposal will have to be "sold" to the board and church units, the parents organization, teachers, and community groups will be alerted to the programs. The programs will take place at the same time that the children are having their story hour and is intended to operate at a low budget.

Proposal fourteen: Story hour for three to four year olds

This program consists of a story hour for three to four year olds with the intend of acquainting these children with library facilities, books, and activities to encourage pre-reading skills. A series of 40 minute programs will be set up at little expense in a school resource center. A survey will be sent to parents that will measure interest in such a program. The program will be limited to twenty-five participants and will consist of play-time, story-reading, puppet shows, and checking out books.

Evaluation will be a questionnaire asking if parents became involved, if books were used, and if children maintained interest.

Proposal fifteen: Orientation Program for Kindergarten through Third Grade

This program is proposed for a school media center and attempts to get children from kindergarten through third grade introduced to the library and its facilities and programs. The teachers and the children will be given a presentation on the library and the teachers will have an in-service workshop on the library. Children will be brought into the library at convenient times and will be told the library policies and location of materials. Cost is low. It is mostly just time and teacher/librarian cooperation that is needed.

The key to promoting this program is in reaching the teachers and enlisting their help.

Evaluation will consist of actually meeting the objectives of the program and determining if the children were able to use the library after the program terminates. It will also measure if children have started borrowing books.

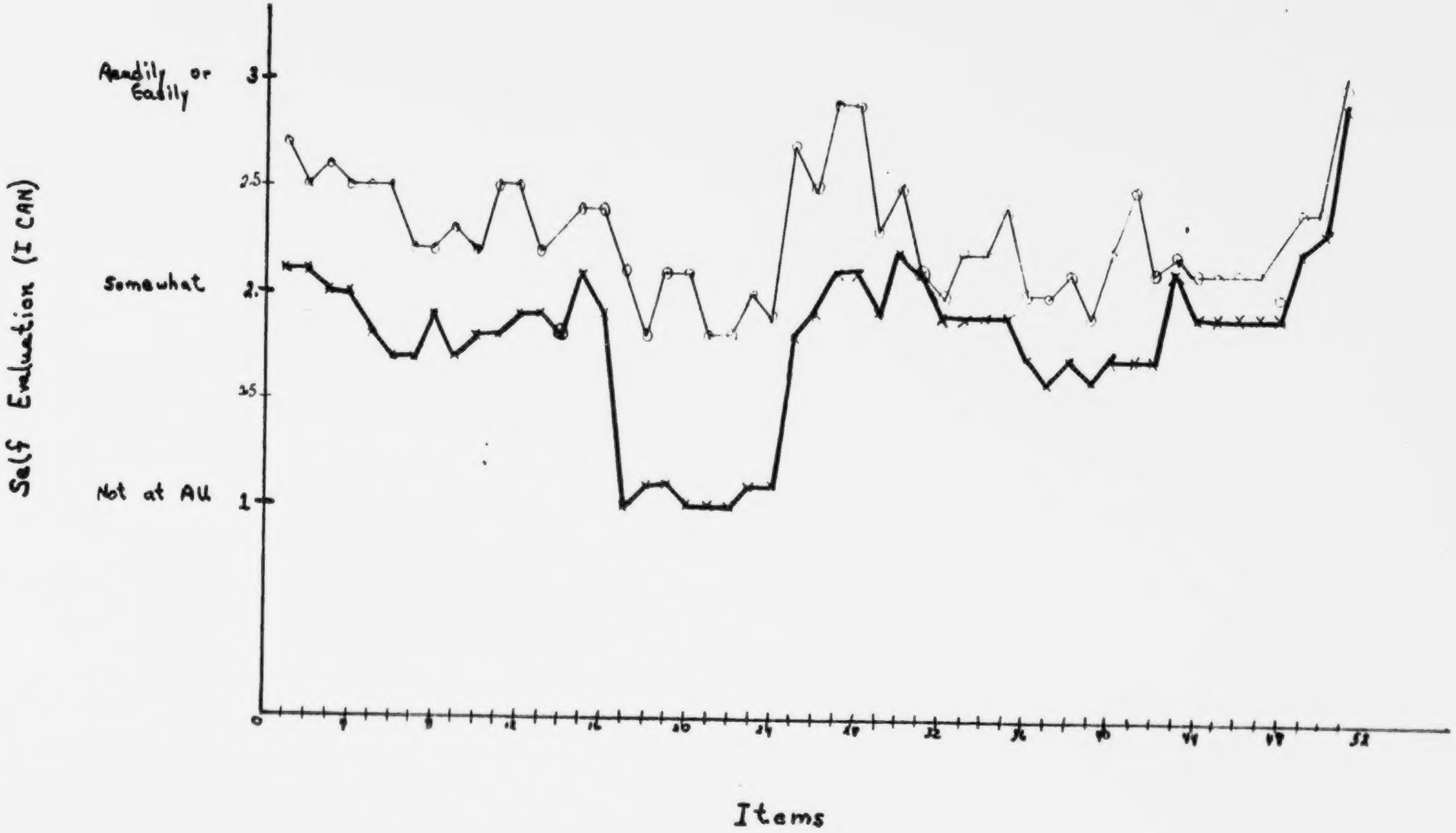
Proposal sixteen: Library Awareness, Use and Involvement for Parents

This program will be a series of four programs to take place within the span of one month. They will be geared toward parent involvement. The parents will first be oriented to the library, its physical facility, and its policies. They will then have a program on child development which will include speakers and a booklist. The parents will next learn how library resources can be used to meet the needs of a child's growth and development. This will be done by film and by a display of materials. Finally, parents will be attracted to involve themselves in programs with children such as in story hours and workshops and Saturday films.

There will be publicity such as press releases for each program and there will be some possible costs for speakers and materials. At the last program, there will be an evaluation/information sheet to assess effectiveness.

LIB 690-A

APPENDIX D



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N = 15

Western Michigan University
School of Librarianship

690A Early Childhood
Library Programming Project

PRE- and POST-TEST
(Professional Preparation)

Note: number in brackets refers to item number on graph.

	Readily or easily	Somewhat	Not at all
I CAN:			
Describe the physical and sensory-motor development and characteristics of:			
[1] . preschool children (ages 3-5)			
[2] . primary grade children (ages 6-8)			
I CAN:			
Describe the development of social learning in:			
[3] . preschool children (ages 3-5)			
[4] . primary grade children (ages 6-8)			
I CAN:			
Describe the development and characteristics of language and cognition in:			
[5] . preschool children (ages 3-5)			
[6] . primary grade children (ages 6-8)			
I CAN:			
Describe the learning and motivational development and characteristics of:			
[7] . preschool children (ages 3-5)			
[8] . primary grade children (ages 6-8)			
I CAN:			
Describe the acquisition of values and social norms by:			
[9] . preschool children (ages 3-5)			
[10] . primary grade children (ages 6-8)			

690A Early Childhood Library Programming Project	Readily or easily	Somewhat	Not at all
[11] Describe the role of perceptual development in learning to read.			
[12] Describe the role of play in cognitive development.			
[13] Describe the process of sex-role learning in young children.			
[14] Describe the development of racial awareness in young children.			
[15] Identify the social, cultural, family, peer, and school factors which influence young children's achievement, behavior, and motivation.			
[16] Identify preschool experiences which can benefit culturally deprived children.			
[17] Explain how Piaget's semiotic or symbolic function relates to language development in young children.			
Explain how Piaget's "concrete" operations stage affects young children's			
[18] . Seriation			
[19] . Classification			
[20] . Number concepts			
[21] . Space concepts			
[22] . Time and speed concepts			
[23] . Social and affective interactions			
[24] . Moral feelings and judgments			

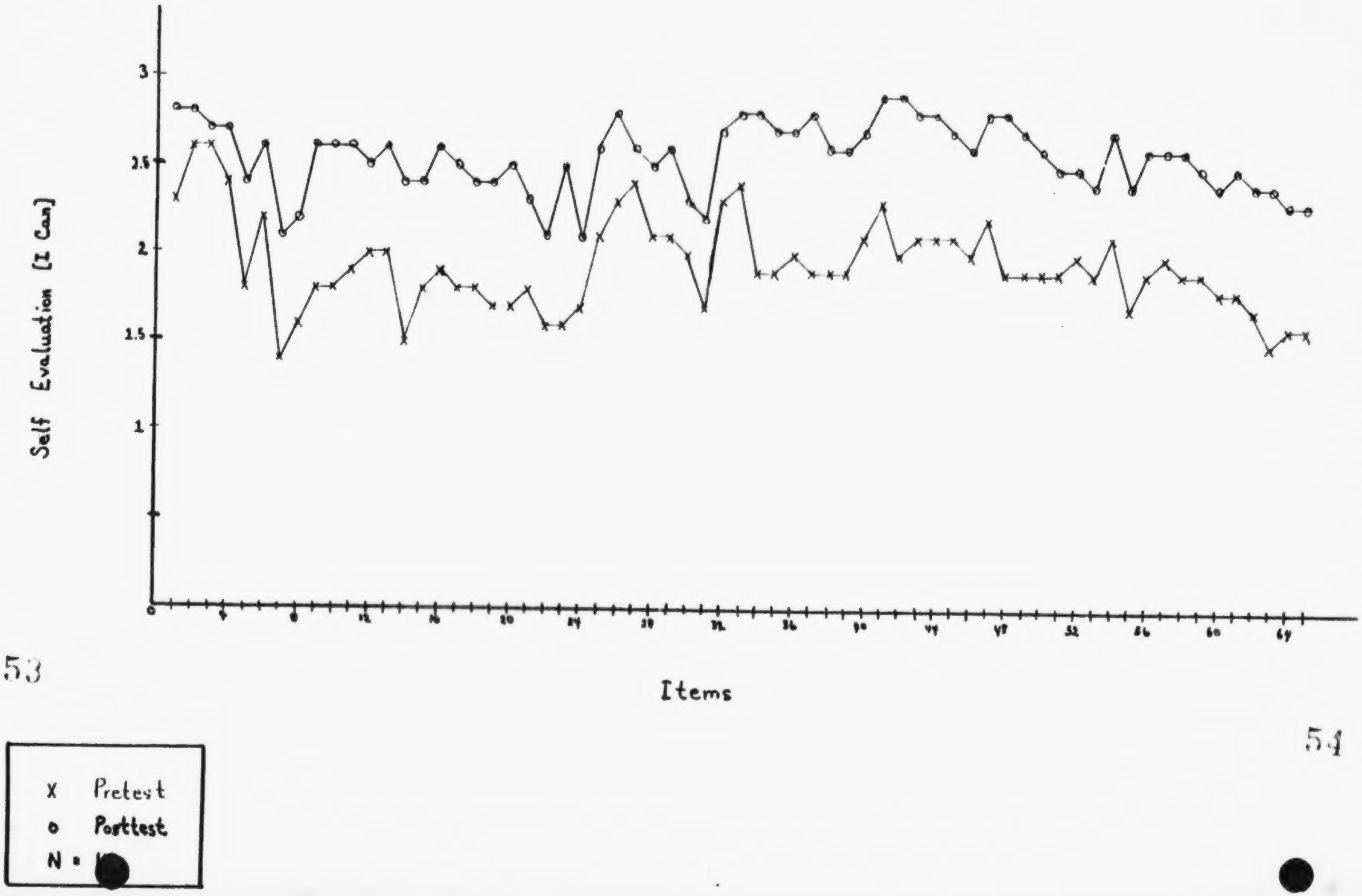
	Readily or easily	Somewhat	Not at all
Identify materials and activities which promote pre-reading skills, including			
[25] . left-right eye movements			
[26] . recognize configurations			
[27] . matching similar shapes			
[28] . identifying letters and numbers.			
[29] Describe different approaches to teaching reading.			
[30] Identify the reading method(s) used in the schools in my community.			
[31] Tell, by listening to beginning readers, if they are using a phonics or look-say approach.			
[32] Identify materials and activities which use specific approaches to reading.			
[33] Deal with children who are learning to read within the instructional framework with which they are familiar.			
[34] Describe and identify common reading problems.			
[35] Assist parents and/or teachers in selecting materials (both print and non-print) that will be helpful for young children with specific kinds of reading difficulties.			

	Readily or easily	Somewhat	Not at all
[36] Identify activities and materials (both print and non-print) that will help parents and/or teachers in working with handicapped children.			
[37] Explain how specific handicap (visual, hearing, sensory-motor, etc.) affect young children's cognitive, social, language, and emotional development.			

	Readily or easily	Somewhat	Not at all
I CAN:			
Identify differences in learning styles including:			
[38] . Working best alone vs working best with others			
[39] . Analytical vs. people-center			
[40] . Working best with ideas, things, or people			
[41] . Working best with oral vs written materials			
[42] . Working best with verbal vs manipulative materials			
[43] Recognize actions which reveal cultural stereotypes, prejudice, and/or resistance to other groups.			
Use techniques to help young children avoid bias, prejudice, and stereotyping:			
[44] . Racial			
[45] . Ethnic			
[46] . Sex			
[47] . Age			
[48] . Religion			

	Readily or easily	Somewhat	Not at all
[49] Use different questioning techniques and ways of interacting with young children to promote their verbal skills.			
[50] Recognize the nonverbal cues which indicate tension or problems in children.			
[51] Use storytelling to interest children in reading.			

LIB 690 - B


Self Evaluation (I Can)
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Western Michigan University
School of Librarianship

690B Early Childhood
Library Programming Project

PRE- and POST-TEST
(Evaluating & Selecting Materials)

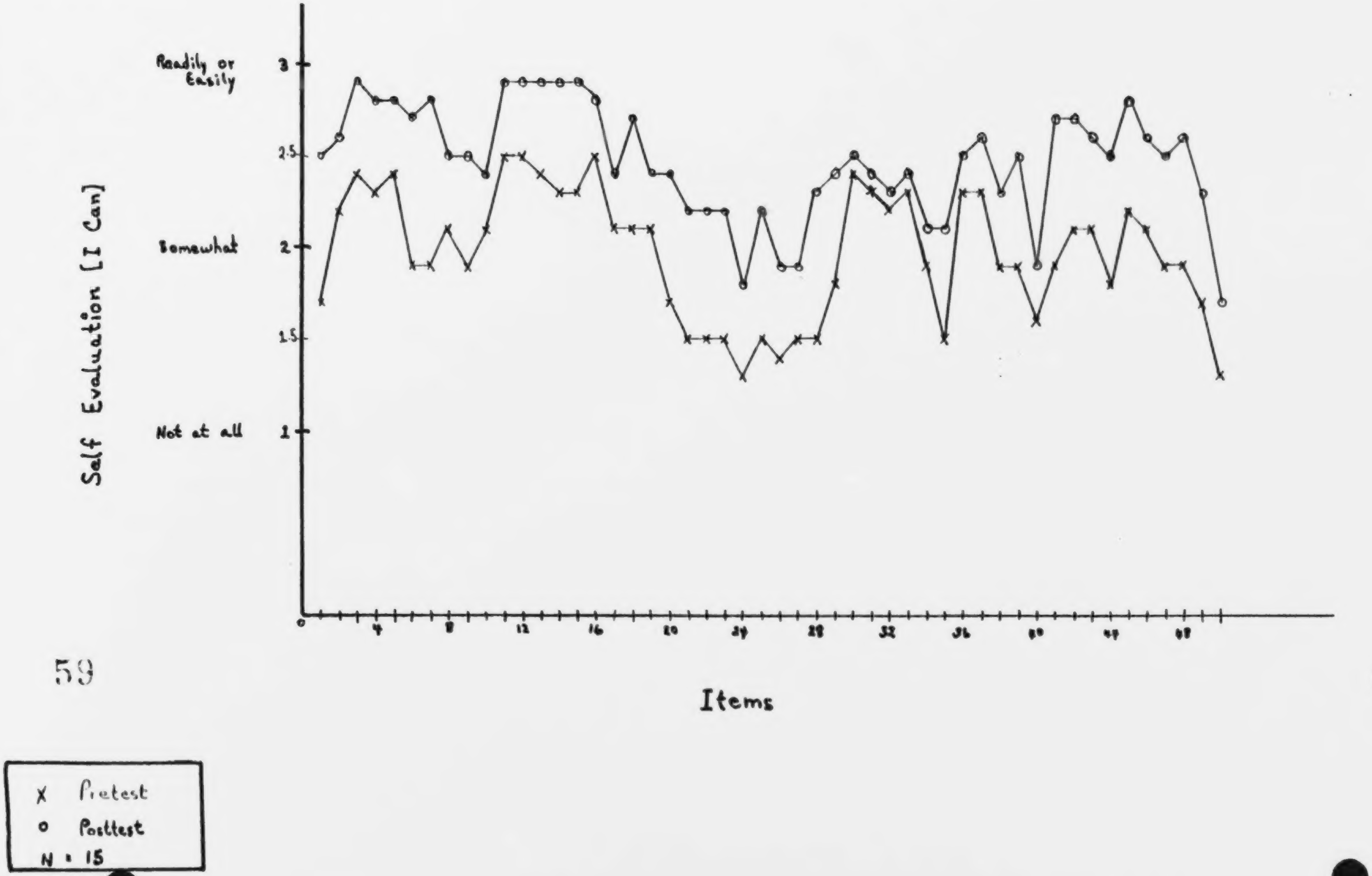
		Readily or easily	Somewhat	Not at all
	Note: number in brackets refers to item number on graph.			
	I CAN:			
	Evaluate the technical quality of books and other printed materials, including their			
[1]	. format			
[2]	. print			
[3]	. durability			
[4]	. illustrations			
	I CAN:			
[5]	Evaluate the technical quality of films, records, and other non-print materials.			
	I CAN:			
[6]	Analyze both print and non-print material to identify the ages/or developmental level for which they are appropriate.			
	I CAN:			
[7]	Describe and use formulas for determining the reading difficulty of materials.			
	I CAN:			
[8]	Analyze the appropriateness of materials for children with reading difficulties and/or learning disorders.			
	I CAN:			
	Analyze the appropriateness of print and non-print materials for developing:			
[9]	. Sensory-motor skills			
[10]	. social and affective learning			
[11]	. oral language			
[12]	. values and moral judgment			

		Readily or easily	Somewhat	Not at all
	I CAN:			
[13]	Analyze the appropriateness of materials and activities in developing pre-reading skills.			
	Analyze the appropriateness of print and non-print materials in developing cognitive skills in:			
[14]	. seriation			
[15]	. classification			
[16]	. number			
[17]	. space			
[18]	. time			
[19]	. logical reasoning			
[20]	. problem solving			
	Analyze the appropriateness of materials for children with handicaps:			
[21]	. visual			
[22]	. mental retardation			
[23]	. hearing			
[24]	. physical			
[25]	Analyze the appropriateness of materials for children from minority groups and/or from various cultural heritages.			
[26]	Analyze materials for sex-role stereotyping and/or sex bias.			
[27]	Analyze materials for racial stereotypes and/or race bias.			
[28]	Analyze materials for their appropriateness in helping young children and their families deal with life crises and problems.			
[29]	Assess and select materials which will meet the needs of parents, teachers, and other adults who work with young children.			

		Readily or easily	Somewhat	Not at all
	I CAN:			
[30]	Evaluate the validity of adaptations of classics and other well known stories and identify if vocabulary control or total text restructuring has been used.			
[31]	Differentiate between text-specific material and literature.			
[32]	Differentiate between materials and activities which promote learning and those which provide enjoyment only.			
	Select materials for bulletin boards and displays which will promote:			
[33]	. Pre-reading skills			
[34]	. Sensory-motor skills			
[35]	. Social and affective learning			
[36]	. Cognitive learning			
[37]	. Language development			
[38]	. Development of values and moral judgment			
[39]	. Achievement motivation			
[40]	. Cultural awareness			
	Select books and other printed materials which will promote:			
[41]	. Pre-reading skills			
[42]	. Sensory motor skills			
[43]	. Social and affective learning			
[44]	. Language development			
[45]	. Development of values and moral judgment			
[46]	. Achievement motivation			
[47]	. Cultural awareness			

		Readily or easily	Somewhat	Not at all
	I CAN:			
	Select non-print materials which will promote:			
[48]	. Pre-reading skills			
[49]	. Sensory motor skills			
[50]	. Social and affective learning			
[51]	. Language development			
[52]	. Development of values and moral judgment			
[53]	. Achievement motivation			
[54]	. Cultural awareness			
	Select print and non-print materials which will develop cognitive skills in:			
[55]	. Seriation			
[56]	. Classification			
[57]	. Number			
[58]	. Space			
[59]	. Time			
[60]	. Logical reasoning			
[61]	. Problem solving			
	Select print and non-print materials for use by children with handicaps:			
[62]	. Visual			
[63]	. Hearing			
[64]	. Physical			
[65]	. Mental retardation			

LIB 690-C


Self Evaluation [I Can]
Readily or Easily
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Items
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o Posttest
N = 15

Western Michigan University
School of Librarianship

690C Early Childhood
Library Programming Project

PRE- and POST-TEST
(Planning Library Programs)

Note: number in brackets refers to item number on graph.	Readily or easily	Somewhat	Not at all
I CAN:			
[1] Conduct a needs analysis to plan a library program or activity.			
I CAN:			
[2] Demonstrate my sensitivity to and awareness of community attitudes and concerns when planning a library program or activity.			
I CAN:			
Plan and design a library program taking into consideration constraints of:			
[3] . Personnel			
[4] . Budget			
[5] . Space			
I CAN:			
Specify the objectives expected from a library activity:			
[6] . Instructional objectives			
[7] . Program objectives			
I CAN:			
[8] Differentiate between the cognitive-learning and social-emotional objectives of a library program or activity.			
I CAN:			
[9] Describe the outcomes expected when specific program objectives are attained.			

I CAN:

		Readily or easily	Somewhat	Not at all
[10]	Describe the behaviors and other evidence that would indicate when program objectives have been attained.			
	Identify the resources needed to implement a library program or activitiy:			
[11]	. People			
[12]	. Space			
[13]	. Money			
[14]	. Materials			
[15]	. Time			
[16]	Adapt a library program to fit the constraints and needs of my situation.			
[17]	Identify roadblocks which have or may affect the functioning of a library program.			
[18]	Assess and evaluate alternative approaches to remedy the problems in a library program or activity.			
[19]	Select actions which will improve the functioning of a library program or activity.			
[20]	Develop and implement a rationale or systematic way of choosing among or prioritizing library activities.			
[21]	Identify reference resources which will help me design an evaluation plan for a library program or activity.			
	Select or collect data and other evidence to measure and evaluate the success of a library program or activity:			
[22]	. Available data			
[23]	. New data			
[24]	. Unobtrusive measures			
[25]	. Surveys			
[26]	. Tests and rating scales.			

I CAN:	Readily or easily	Somewhat	Not at all
[27] Make a cost-benefits analysis of library programs and activities.			
[28] Interpret library program evaluation evidence and data and relate it to program objectives.			
[29] Use evaluation evidence to modify or change library programs and activities.			
Assess the needs of library users and refer them to school and community resources.			
[30] . Children's services			
[31] . Parent services			
[32] . Teacher services.			
[33] Demonstrate my awareness of the groups in my school and/or community which can aid children, parents, and teachers.			
[34] Demonstrate my awareness of how the programs of youth serving community groups relate to library programs and activities.			
[35] Adapt a library program or activity for handicapped children while retaining the basic objectives.			
Develop materials promoting and describing a library program or activity.			
[36] . Press releases			
[37] . Program brochures			
[38] . Radio/TV announcements			
[39] . Articles for magazines or newspapers			
[40] . Articles for professional education/ library journals.			

	Readily or easily	Somewhat	Not at all
I CAN:			
[41] Select promotional techniques for a library program or activity best suited for reaching the target population.			
Develop materials to increase awareness of library programs:			
[42] . Parents			
[43] . Teachers			
[44] . Youth serving and community groups			
[45] . Children			
Identify those individuals whose awareness of library programs in critical to ensure their continuance and support:			
[46] . Administrators			
[47] . Library board members			
[48] . School board members			
[49] . Political leaders			
[50] Utilize lobbying techniques in seeking support for library programs and activities.			

APPENDIX E

EARLY CHILDHOOD LIBRARY PROGRAMMING
EVALUATION SUMMARY

690 A

Note: N=15

This short course has been developed to fill gaps identified in the preparation of librarians and media specialist who work with young children ages 3-8.

By means of the pre and post test you have provided us with feed back re: cognitive gains. Now we are requesting that you give us your reaction to other course related factors.

Please check on the following scale the degree to which 690 A has fulfilled its purpose.

1. Characteristics of young children:

very well	moderately well	to a limited degree
9 (60%)	6 (40%)	

Comments:

Gained more insight into my dealing with this population. I now have criteria to evaluate how affective I am with this age.

I think we all need reinformement for our own benefit at times. The class had done this.

The handouts, readings, films all contributed to a good presentation of a child's characteristic in the various areas of development.

Films especially helpful.

Given the time limitations I felt the program did a very good job. Perhaps a quick reference sheet of characteristics with space for our own notes would have speeded up my learning and retention.

2. Pre-reading and reading skills:

very well	moderately well	to a limited degree	no response
3 (20%)	9 (60%)	2 (13.3%)	1 (6.7%)

Comments:

This was not a "reading" class, so I did not expect complete information.

Most readings described what material was being used, but not enough on how to use the material.

We really didn't get down to a lot of specific skills, but observing the films and learning from our reading was very helpful.

Feel I could know more about problems children have in learning to read or in reading and how to help them in terms of selecting and providing materials for specific problems.

Could have used more information on methods of teaching of reading.

Materials provided were well researched.

As it happens I chose to read a number of articles on this particular subject area so feel I made the largest gain in this one area. I think that having a variety of articles available meant that class members could, and possibly did, select readings in one or more areas which appeal to them.

3. Implications for librarians and media specialists:

very well	moderately well	to a limited degree
12 (80%)	2 (13.3%)	1 (6.7%)

Comments:

Good sharing of ideas and interaction!

The field of learning is so huge and being a responsible person in the library field is a challenge so many ways. It's encouraging to hear what others of the same profession are doing.

Time restraints made it necessary to end our project before it really had solidified in my mind.

Hopefully this is one of the areas to be more fully developed later in the course - we had only begun to discuss the possibilities at the end of the session.

Interaction with other workshoppers plus concise "tying together" by Miss 'B' gave excitement to the idea of carrying out library programs for the "target population".

Evaluation Summary
690 A

ACTIVITIES AND MATERIALS

1. Readings:

very well	moderately well	to a limited degree
6 (40%)	9 (60%)	

Comments:

They were good but again a person needs to push himself.

The varied reading mat. available led us in many directions, but with the total child development in mind. There is almost no end to the possibilities available.

They caused discussion which brought out many interesting facts and educational ideas and concepts.

I wasn't able to get ahold of all the materials I wanted to read.

I was impressed with the "up-to-dateness" of most of the materials.

2. Films, tapes, hand-outs:

very well	moderately well	to a limited degree
10(66.7%)	5 (33.3%)	

Comments:

I felt these contributed very much in the evaluation and learning of this course.

Good!

I learn so much so fast through films.

Unfortunately I was only able to view 3 additional films on my own. I found them all informative and wished more time might have been available.

Although I was not able to see all the films, and hear all tapes, and read all handouts - I recognize the large supply of material and I did take advantage of much of it.

Good variety in films available and fairly easy access in off-class hours.

Good ideas for acquiring materials for potential "library workshops".

3. Group interaction:

very well	moderately well	to a limited degree
12 (80%)	3 (20%)	

Comments:

Part of the value in this workshop was getting and sharing ideas with other people in the class.

This was one of the most useful means of expanding my awareness. Its from this interaction you gain practical knowledge that comes down to the "grass roots".

This was a very pleasant group to work with. Their experiences were extremely helpful.

Good interaction between classmates and classmates and classmates and teacher.

Most felt free to express opinions, conflicting or not, and we all profited from listening to one another.

A facile handling of individuals interracting with many groups during the class periods.

4. Culminating project, i.e. MOLE, PROPEL OR?

Comments:

The final project was vital in drawing together and developing an over all picture of what each was doing individually.

I feel there is a definite need in this area. I would suggest that a program involving planning pre-school programs be included in the total educational degree program of the undergraduate and graduate as well as workshops for a refresher.

WORKSHOP FORMAT

Worth time, money and effort. Wish I could attend 2nd group.

All together this has been a very beneficial learning experience which involved a lot of thinking (which was very stimulating to me). Being a part of pilot gave me the feeling that we were in the process of creating something new which is exciting to me.

I felt the size of this group was quite workable for a workshop of this type. Also, I felt comfortable doing most of my own research rather than a structured lecture type session. Films were especially helpful both in and out of class. My only regret is that I did not have more time to devote to studying during the workshop, as there is so much good material available.

I hope this will lead to workshops teaching those competencies we admit we need, but do not have.

Evaluation Summary
690 A

PROJECT DIRECTOR'S OBSERVATIONS

Each member of the group approached this segment with different perceptions of the need for competency in library programming for young children. Despite this, they fused into a functioning group with remarkable rapidity. The constraints imposed by time limitation were quickly recognized and served as motivation to move along with concentration and speed. The 80% response to Item #3, "Implications for librarians and media specialists" was gratifying in its implied justification for the project. The size of the group proved to be advantageous. There were no "silent participants!"

690 B

Note: N=16

This short course has been developed to fill gaps identified in the preparation of librarians and media specialists who work with young children ages 3-8.

By means of the pre and post test you have provided us with feedback re: cognitive gains. Now we are requesting that you give us your reaction to other course related factors.

Please check on the following scale the degree to which 690 B has fulfilled its purpose.

CONTENT

1. Identification of developmental tasks re: implications for materials:

very well	moderately well	to a limited degree
8 (50%)	8 (50%)	

Comments:

Not enough time.

Valuable exercise.

2. Statement of criteria for early childhood media:

very well	moderately well	to a limited degree
14 (87.%)	2 (12.5%)	

Comments:

I feel I've learned a large amount of information related to criteria for choosing y.c. literature.

Very useful list of criteria to evaluate materials as a starting off point.

Feel criteria developed are good for selecting many forms of media.

This was excellent in organizing ideas I already had but hadn't thought about for a while.

3. Acquaintance with print media:

very well	moderately well	to a limited degree
5 (31.25%)	7 (43.75%)	4 (25%)

3. Acquaintance with print media-continued

Comments:

Didn't have enough time to evaluate print or non-print materials sufficiently.

I would have liked more time to look at the material.

4. Acquaintance with other than print media:

very well	moderately well	to a limited degree
6 (37.5%	8 (50%)	2 (12.5%)

Comments:

Especially toys at Columbus and seeing others projects.

I was very pleased with the Columbus trip and the experiences I was able to have opened up for me.

Could have used more experience in selecting non-print- hands-on experience perhaps, in groups? Realize time constraints.

I'm not too familiar with the non-print but feel I have benefited from what has been presented.

5. Ability to analyze early childhood re: developmental tasks:

very well	moderately well	to a limited degree
10 (62.5%)	6 (37.5%)	

Comments:

I'd like to take another course next summer to reinforce my 1978 learning.

I still need much work.

This course refreshed my memory as to the skills a child goes through.

6. Experience in designing an item to enhance the child's environment re: early childhood learning:

very well	moderately well	to a limited degree
11 (68.5%)	5 (31.25%)	

6. Experience in designing an item to enhance the child's environment re: early childhood learning:-continued

Comments:

Terrific creative people in our class!

Helped to see everyone's neat, clever ideas!

I also received good ideas from other people - easy ones to make but effective as learning tools.

I hope to use many of these ideas.

The project designs were really stimulating and very useful for the time spent in sharing.

Trip to Columbus very helpful and well worth the time. Small group interaction in class is helpful. Good introduction to selecting manipulative materials for developmental stages.

This was a very stimulating and creative part of the workshop.

A great learning experience and wonderful to share/view others' fine creations.

WORKSHOP FORMAT

Comments: (Best features of 690 B)

My feeling is that 690 B really dealt extremely well with the idea of criteria for toy selection. The field trip and related discussions were most profitable!

Interaction with other librarians, while specifically considering the concepts of the class.

Development of criteria for selecting early childhood library materials. Designing an item personally and seeing the creativity evident in the class. Field trip.

The best feature of 690 B was the field trip to Columbus and seeing an actual example of what a children's library could become. The exercises there were practical in nature and can be easily applied in another setting.

Workshops based on the content of 690 B would be useful to many children's librarians. Best features - Interaction with people in Columbus. Sharing projects.

The goals: selection/evaluation were definitely met. The lecture/hands on approach was excellent.

WORKSHOP FORMAT - Comments-continued

Yes, I would recommend a workshop. I feel I have benefited in many ways. The suggestion of the different materials that were made available and how I can adapt them for my particular need and use.

See the best in action. Working with the materials "hands on". Interaction with other individuals - plus guidance by a professional i.e., Miss "B".

Of course, the highlight of the class was the field trip to see how a children's library can develop. I found many of the suggestions for classifying materials, I wish we could have had more time to spend on it.

Group interaction and potential was very useful. The field trip and all other display areas where we could see and "touch" items were very helpful.

Comments: (Anything we could have improved upon?)

I need another course or 2: Needs of handicapped, Needs of people in differing cultures and Evaluating printed material.

More time to evaluate materials. Some way to fill in people who weren't in the first class (690 A) on what came out of those sessions.

It would have been more helpful to me if the list of criteria were already constructed before the seminar. Then, our time could have been spent in actually evaluating material and exercising that skill rather than spending our time apart from the material.

Reading materials did n ed to be zeroxed and made more readily available. This was a fun class and one in which I gained some very practical knowledge. I'm taking a lot away with me in terms of knowledge about selecting media and materials for the pre-school child and his parents. Thanks loads for the trip!

Perhaps concentration on fewer items for evaluation. Perhaps elimination of print materials.

PROJECT DIRECTOR'S OBSERVATIONS

The struggle here was related to identifying criteria applicable to early childhood needs and materials. The feedback request for already developed criteria would have nullified the primary objective for this segment; i.e., creating the criteria caused participants to internalize on the precise early childhood needs to a degree that would not have been possible if a previously prepared list had been distributed.

While journal materials did have to be shared, no greater provision could be made, given copyright restrictions.

The field trip to Columbus crystallized all the facets of this segment and paved the way for the culminating activity - well worth the investment of planning time, as well as class time.

6

690 C

Note: N=15

This short course has been developed to fill gaps identified in the perparation of librarians and media specialists who work with young children ages 3-8.

By means of the pre and post test you have provided us with feed back re: cognitive gains. Now we are requesting that you give us your reaction to other course related factors.

Please check on the following scale the degree to which 690 C has fulfilled its purpose.

CONTENT

1. Techniques in developing program objectives for early childhood library activities.

very well	moderately well	to a limited degree
10 (66.6%)	5 (33.3%)	

Comments:

I've learned a great deal from having prepared my project and program idea for presentation.

I have gained many good ideas I hope to use in my future programs.

I came with a background that was unfamiliar with setting goals and objectives and I found I needed additional time to absorb the concept.

I never wrote anything up before - I merely went ahead with it once it was OK'ed.

I feel I still need help in methods of evaluation.

2. Systematic planning for early childhood library programming (includes identifying need, preparing program objectives, assessing and selecting alternative, developing a plan of action, planning for measurement and evaluation):

very well	moderately well	to a limited degree
9 (60%)	6 (40%)	

Comments:

Helpful to use a model that can be put into effect, as it seems more realistic that way (also more useful when you're through).

I still need more work on evaluation processes.

I feel I need more information on measurement and evaluation of programs.

I feel able to apply these techniques to planning and evaluating other program objectives.

I think I would have gained more if I had taken all 3 courses.

3. Guest speakers:

a) Seeking program support

very well	moderately well	to a limited degree
8 (53.3%)	4 (26.7%)	3 (30%)

Comments:

I'm not sure to what degree people in our class would make use of grants or program support - might have been helpful to have as a speaker someone in a similar situation to ours who had gone thru seeking and obtaining a grant - how to pitfalls, etc.

Funding ideas were appreciated. I need lots of time to assimilate and to be able to apply for a grant.

Great! I always wondered how to find out what grants are available.

b) P R and publicity

very well	moderately well	to a limited degree
12 (80%)	3 (20%)	

Comments:

Well organized and provided good materials for us to view, also bibliography seems useful.

ABE 1-7 was practical information to be used immediately.

This has provided me with insight of many clever ideas for publicity and more areas to contact in regard to P.R.

I agree that it is the most important part of library management.

These speakers were very interesting and informative. I especially enjoyed Mrs. Embs discussion of PR and communication.

4. Films

a) What's so Great About Books?

very well	moderately well	to a limited degree
13 (86.7%)	2 (13.3%)	

b) Sharing Literature with Children

very well	moderately well	to a limited degree
8 (53.3%)	6 (40%)	1 (6.7%)

Comments:

Good for inspiration!

The films were beneficial and provided a good source to generate ideas on increasing awareness and excitement in uniting books and children.

Really am glad I saw these films, particularly the first one - so much in it I'd like to spread to parents.

Reinforced my ideas on books and T.V. not being a good influence in many ways.

Plan to use the first one and perhaps purchase this. Seemed like more familiar material but very well done.

I found these very well done and have recommended our head librarian see them.

WORKSHOP FORMAT

(Potential for workshops... and best features of 690 C?)

Comments:

Learning to write objectives that can be evaluated is vital not only for the library but for educators as well. Though vital, they are not always easy to do. The guidelines given and the help, suggestions, and encouragement of classmates made the tasks easier. I appreciated the speakers who willingly gave of their expertise.

Planning of an actual program was helpful - it took program planning from the theoretical to a real-life situation.

The students involved in 690 C really gave each other ideas and critical encouragement. The workshop idea is particularly good for "old war horses" like some of us to be refreshed and enlightened.

WORKSHOP FORMAT-continued

The best part of 690 C was the open shared ideas on programming for young children. It helped me to focus on an idea that can be a practical learning situation for our small library. I loved the role playing and learned from it!

One of the features I appreciated was the many lecturers that were invited to our class. The many possibilities of receiving a grant plus the wealth of information on public relations - a necessity for all librarians! Setting up a program.

Time played the negative factor as far as my absorbing material which was unfamiliar to me. At the conclusion of our last session I finally felt like I was grasping with more understanding on how I should have developed my program. That's a step I guess in the right direction. I would suggest more time be included so that evaluation techniques could be developed.

This would be great if only time weren't as limited. I would like a little more instruction or lecture and wish it were possible to have more time in which to mull over ideas for the final project.

The films and speakers were well chosen for the course content; the instructor knows her material and is enthusiastic which made me more enthusiastic.

I really thought all the features (1-4) were helpful. Group interaction and role-play in presenting our projects was interesting too.

A workshop on setting goals and objectives and then systematically building a program around them is greatly needed. We usually base programs on what has been done before or on what we feel we can accomplish without too much trouble. Total follow through including - target area - PR - and evaluation are areas foreign to some of us.

It was good to be exposed to the various areas of consideration (i.e., goals, objectives, implementation, etc.) in developing a program. It was good to work through each area. I realized how difficult it is to write a good practical program. The speakers were both very good and informative.

Plunging right in and writing the program. The simulated presentation to the reactor panel. Being part of the panel. Getting help and support of fellow class members. Enjoyed the class.

I thought the reactor panel technique for presenting our programs very useful, gave an opportunity to view my program from the "other side of the fence".

WORKSHOP FORMAT-continued

(Anything we could have improved upon?)

Comments:

I enjoyed working with the other people in the class. Keep this technique in future workshops. We shared loads of ideas.

I still wonder if you stay up all night trying to figure out ways of challenging me! This part was a real mind-stretcher!

Thanks for letting us participate.

Schedule on four consecutive days?

PROJECT DIRECTOR'S OBSERVATIONS

The seriousness with which participants attacked the process of systematic program planning was mute justification for its inclusion. The pro-proposed programs reflect a wide spectrum of sophistication re: programming, but the objective in this segment was concerned more with process than with product.

If the suggestion for a four consecutive day schedule were to be implemented, the value of time between sessions to "ingest" would be lost.

The benefit of the simulated reactor panel became the unexpected bonus for this segment.

APPENDIX F

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FILMS AND CASSETTES AVAILABLE FOR LIB 690-A:

COGNITIVE PROCESSES OF THE SKILLED READER

Tape Cassette 42 minutes

Dr. George W. McConkie details some techniques involving visual perception and psycholinguistics.

DEVELOPMENT OF THE CHILD: COGNITION

Film 30 minutes

Examines development of perception, memory, evaluation and reasoning from their beginnings through adolescence. Include's Piaget's description of the senory motor, pre-operational, concrete-operational and formal-operational stages of intelligence.

DEVELOPMENT OF THE CHILD: LANGUAGE

Film 24 minutes

Focuses on language development of children beginning from birth. Considers both semantic development as well as syntax.

GROWTH OF INTELLIGENCE IN THE PRESCHOOL YEARS

Film 30 minutes

Children from 3-6 years are presented with tasks which reveal how they are thinking as they sort objects, put them in one-to-one correspondence or arrange them in order of size. Focuses on the work of Piaget.

INDIVIDUALIZED READING INSTRUCTION

Tape Cassette 34 minutes

Richard Thompson answers questions about individualized reading - what it is, how it should be taught, what materials are needed.

LEARNING

B.F. Skinner and R.W. Malott discuss operant conditioning. Jack Hailman deals with sign-stimuli and G.P. Baerends demonstrates supernormal conditioning. Includes motivation training and infant learning.

Film 26 minutes

LEARNING THROUGH MOVEMENT

Film	30 minutes

A highly acclaimed film on the subject of teaching creative movement to children.

MORTON BOTEL ON PARENTS & READING

Tape Cassette	32 minutes.

The concepts of Parent Aid in Reading (PAIR) and parent assistance in the learning of the reading act are discussed.

PIAGET'S DEVELOPMENTAL THEORY: CLASSIFICATION

Film	17 minutes

Studies children's thinking processes concerning logical, multiple, and hierarchical classification at different stages of development. Explains how educational programs can use these principles to help the child progress from one stage to another.

PIAGET'S DEVELOPMENTAL THEORY: CONSERVATION

film	28 minutes

Children between 5 and 12 are presented with problems involving conservation of quantity, length, area, and volume, to illustrate the development of their concept of conservation.

TEACH ME HOW I CAN DO IT MYSELF

film	29 minutes

The philosophy, techniques and teaching materials developed by Marie Montessori and how they are applicable to most preschool, primary or other elementary learning situations.

YES, I CAN

film	15 minutes

Designed to help children recognize the value of overcoming obstacles and to help them understand the feelings of self-esteem and sense of accomplishment brought about by independent action.

WHAT DO YOU THINK

Film 34 minutes

A demonstration of the three major stages of cognitive development in children from four to eleven years old. Dr. David Elkind, professor of psychology at the Univ. of Rochester, leads a discussion with six children in which they reveal some of their concepts about the physical world, the moral world and the religious world. Based on Piaget.

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ALEXANDER AND THE CAR WITH THE MISSING HEADLIGHT

14 minutes · color animated

Using paintings done by kindergarten children, the film tells of Alexander's exuberant adventure with his little old car through the jungle with a woodpecker and an elephant. Especially recommended for 7 through 9 year olds.

CHANGES, CHANGES

6 minutes color animated

A pair of wooden dolls, male and female, keep changing the function and structure of a set of blocks to get them out of different scrapes: when their house begins to burn, they create a fire engine to put the fire out - and so on. Recommended for 3-6 year olds.

CHARLIE NEEDS A CLOAK

8 minutes color animated

Following with wry humor the process of making cloth from wool into clothing, this story finds Charlie the shepherd overcoming all kinds of "help" from his sheep in order to fashion a new cloak for himself. It is of special interest to science and language arts classes.

THE FOOLISH FROG

9 minutes color animated

Pete Seeger sings and tells this tale of a foolish frog who puffed himself up with pride for no good reason and got the whole countryside singing about it. Lots of banjo picking and whistling make this colorful film fun for all ages.

HAROLD AND THE PURPLE CRAYON

8 minutes color animated

Harold draws himself in and out of adventures through the magic of his purple crayon. Pleasing to all age groups.

HAROLD'S FAIRY TALE

8 minutes color animated

A lovely fantasy about the powers of the imagination in which the crayon is mightier than the forces of evil: Harold defeats a great witch and makes an enchanted garden bloom. An excellent spark to coloring or stoyboard activities.

LEOPOLD THE SEE-THROUGH CRUMBPICKER

9 minutes color animated

A little girl befriends an invisible animal who follows her everywhere. Its voracious appetite gets her into trouble so she solves her problem by painting the animal so everyone can see it. Recommended for 3-8 year olds.

MIKE MULLIGAN AND HIS STEAM SHOVEL

11 minutes color iconographic

Mike and Mary Ann, his slightly outdated steam shovel, face their ultimate test digging the cellar for Popperville's new town hall in just one day. A resourceful little boy comes up with the perfect solution to their dilemma.

RED BALL EXPRESS

3 minutes color animated

Animation produced by drawing directly on film combines with a musical track of "The Orange Blossom Special" to portray a train changing shape and color. Great film for ages 3-12 years.

ROSIE'S WALK

5 minutes color animated

Rosie the hen, while walking around the barnyard, is stalked by a fox. She unwittingly leads it from one disaster to another. Thoroughly enjoyable to all age groups.

THE SNOWY DAY

6 minutes color animated

Minimal animations of the Ezra Jack Keats' story about a solitary boy and his delightful adventures in the silent wonder of city snow. Especially recommended for 3-8 year olds.

TOES TELL

6 minutes color live-action

A barefoot girl romps across a wide range of substances: fur, gravel, sand, wet paint, etc. feeling their texture. Usually evokes lots of verbal response ... effective for loosening kids up to work with different textures. Recommended for 3-12 year olds.

WHERE THE WILD THINGS ARE

8 minutes color animated

When Max is mischevious and is sent to bed without supper, his room turns into a jungle where wild things live. Superb for 3-8 year olds.

ANDY AND THE LION

10 minutes black/white iconographic

Based on the Androcles legend, this charming story relates a tale of friendship between a lion and the boy who removes a thorn from its paw. The boy becomes the town hero when he recovers the lion after it escapes from a circus.

MAKE WAY FOR DUCKLINGS

11 minutes color iconographic

Story of a mother duck who sets her ducklings down in the middle of a Boston street. Their adventures and explorations in a city of Boston park are presented. The theme of appreciation of wildlife in the urban environment lies behind this entertaining story.

MILLIONS OF CATS

10 minutes black/white iconographic

A homely kitten, the lone survivor of a fight in which millions of jealous cats devour each other, becomes the most beautiful cat in the world because of the loving care of an elderly couple.

STONE SOUP

11 minutes color iconographic

The film tells the story of three hungry soldiers who are unable to persuade the town people to share food with them. They trick the people by brewing a large kettle of stone soup in the village square.

STORY ABOUT PING

10 minutes color iconographic

Thr story of a poor little Peking duckling who gets into all kinds of trouble by trying to avoid trouble! His narrow escape from a nasty boatman will delight viewers.

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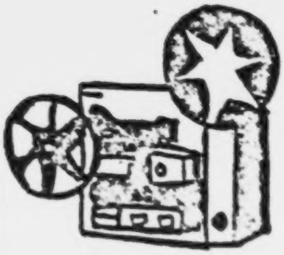

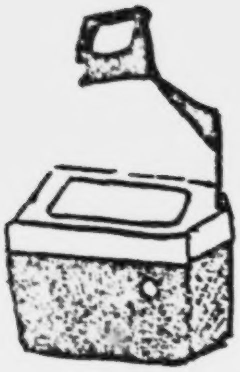

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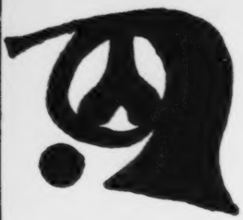

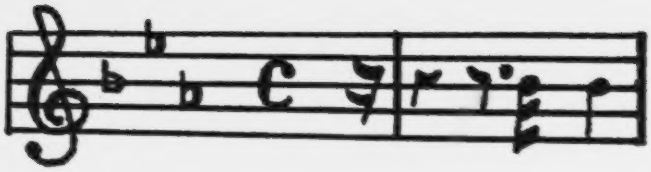

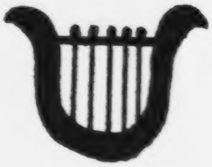

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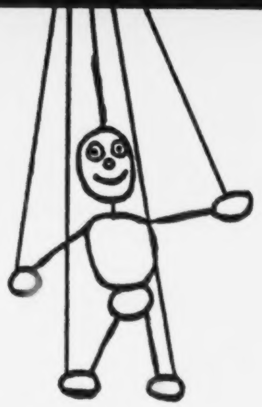

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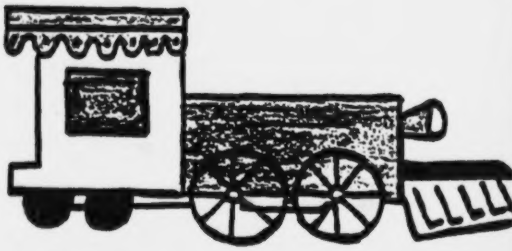

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Guide to ERC Child Development Resources

Locating Research Materials

ERC Card Catalog - use this catalog for locating all ERC materials (motion pictures, periodicals, tapes, books, curriculum guides, filmstrips, etc.). Refer to the handouts explaining how to use the ERC catalog; the handouts are located on top of the catalog.

B. Bibliographies - begin your literature search by looking for bibliographies on your topic. If someone has already pulled together journal articles, films, government documents, books, etc. on your subject, it will save you time. See the handout explaining how to evaluate bibliographies.

1. Look in SUBJECT catalog for bibliographies - remember how?
   i.e. Child Study - Bibliography
   or
   Physically Handicapped Children - Bibliography

2. Several good bibliographies you should look at!

Annotated Bibliography on Early Childhood (Z 5814 .C5 M5x ERC - reserve)
Published in 1970 this volume contains over 150 books and journals. The professional staff selected materials according to their personal interests, hence, the materials present differing opinions. The table of contents provides the only subject arrangement of these materials (i.e. Infants and Toddlers; Day Care; Outdoor Play, etc.).

Brackbill, Yvonne, ed. Research in Infant Behavior: A Cross-Indexed Bibliography (BF 723 .I6 B65 ERC - reference)
Another listing, without annotations of books and journals. Check the preface to see what kinds of materials are included. The subject index, located at the back, has the same arrangement as the table of contents and then is subdivided, i.e. Motor Behavior - Critical periods or Motor Behavior - Eye responses.

Early Childhood Education - An ERIC Bibliography (Z 5814 .C5 E3x ERC-reference)
The foreward provides a definition of early childhood education which is helpful. This 1973 bibliography contains the ERIC research documents and periodical articles. The subject index includes the terminology found in the Thesaurus of ERIC Descriptors. All of the documents are abstracted, most of the periodical references include annotations.

U. S. Department of Health, Education and Welfare. An Annotated Bibliography on Children. (Z 7164 .C5 U63 ERC-reference)
This 1971 publication contains many useful titles but the materials are poorly arranged. Check the first page for an explanation of the code system used to categorize the items.

Weinberg, Meyer. Education of the Minority Child (Z 5814 .C52 W4x ERC-reference)
Take a close look at this title--over 10,000 publications are cited in this 1970 bibliography. Read the introduction so you become familiar with the various sections (i.e. Children: Problems and Change; Black Women; Indian Americans; Poor Whites). Although not annotated, this is an excellent attempt to include pertinent materials (ERIC documents, books, journals, dissertations, master's thesis) dealing with minority groups. Another unique aspect is the inclusion in this bibliography of 14 pages of additional bibliographies.

Don't forget to check the bibliographies at the end of all books, journal articles, government documents, etc. that you read.

C. For an overview of topics dealing with Child Development use the following:

Carmichael, Leonard. Carmichael's Manual of Child Psychology (BF 721.C213 ERC-ref)
A good source for information on educational psychology, psychiatry and pediatrics, this two volume set has an author and subject index at the back of each volume. Scan the table of contents to see how extensive the coverage is concerning the development of the child. Each article ends with an extensive bibliography.

Educator's Encyclopedia (LB 17 .S6 ERC - reference)
The fifteen subject divisions are easily used because of the thumb indexing arrangement. Turn to the tenth section on Child Growth and Development for a comparative chart on the characteristics and needs of children. The other section within this division elaborates on topics such as maturational factors, motivation, social development, etc.

Encyclopedia of Education (LB 15 .E47 ERC-reference)
This ten volume set published in 1971, provides current introductory information on a variety of educational topics. Begin by using the tenth volume index which has authors and subjects interfiled. The subject terminology can be very specific, which is to your advantage. Take a look at the ten subdivisions under the main heading "Adolescence" or begin with Child or Children for ~~lengthier~~ a detailed breakdown.

Encyclopedia of Educational Research (LB 15 .E48 1969 ERC-reserve)
A good place to look for summaries on educational topics, this encyclopedia contains articles dealing with perennial educational issues rather than new current topics. Several pages of information under such headings as Physical Development, Adolescence and Child Development are followed by useful bibliographies. Use the subject index which is located right in the middle (not at the end) of the volume.

Goldenson, Robert. Encyclopedia of Human Behavior (BF 31 .G6 ERC-reference)
Check the category index at the beginning of this two-volume set. The coverage under Child Development is extensive: Character Development, Prenatal Influences, Social Development, etc. If terminology is a problem consult the index at the back of volume 2.

D. For periodical literature--journal articles on a specific subject are most easily located through the subject indices of:

CIJE - Current Index to Journals in Education
1. first published in 1969
2. has separate author subject and journal contents index
3. scans 500 professional education journals every month

Education Index
1. first published in 1929
2. author, titles and subjects are interfiled throughout the index
3. scans 250 professional education journals every month

E. Abstracting/Indexing Tools

Child Development Abstracts and Bibliography (HQ 750 .A1 C47 ERC-reference)
The periodical articles are annotated but not evaluated. There is a separate

section for book reviews. Use the subject index at the back of the monthly issues and annual bound cumulations.

Exceptional Child Education Abstracts (Z 5814 .C52 E9 ERC-reference)
For those interested in special education, this title indexes and abstracts ERIC materials dealing with the exceptional child. Research and evaluative studies, bibliographies, speeches and papers are arranged by the abstract number. Use the Thesaurus of ERIC Descriptors if you have problems finding your topic in the subject index.

Family Relations and Child Development: Home Economics Research Abstracts (Z 5118 .F2 A54 ERC-reference)
This is a current source for materials dealing with child development. There is no subject index but the subdivisions under Child Development in the table of contents is helpful. Only masters' and doctoral theses are included.

Psychological Abstracts (BF 1 .P65 ERC-reference)
This title provides non-evaluative summaries of books, journal articles, doctoral dissertations, and is international in scope. There are cumulative and semi-annual indices as well as monthly current issues.
Childhood/Perception in Childhood/Development in Adolescence Childhood/Learning

Research in Education
This is the index to the ERIC research reports. Use this simple four-step process for locating relevant information:

1) Check the Thesaurus of ERIC Descriptors to determine which subject terms to use in the subject index (i.e. Physical Development, Child Psychology, Children).
2) Look up your terms in the subject index, jot down the ERIC document number (EDO...) which corresponds to the titles you are interested in.
3) Take a look at the abstract, arranged by the EDO... number to determine if the study is relevant.
4) Read the complete report - all ERIC documents are on microfiche, arranged by the document number.

F. Multi-Media Information Services

Learning Directory (Z 5817.2 .L4x ERC-reference)
Alphabetically arranged by topics such as Child Development; Child, Emotional Health; Child Pschology, etc., this publication provides a diversified listing of multi-media. Books, films, tapes, transparencies, filmstrips, videotapes, etc. are all included in addition to information regarding recommended grade level, date, price and source.

NICEM Index to Psychology (LB 1043 .Z9 N32x ERC-AV reference)
The NICEM catalogs provide descriptive summaries as well as bibliographic/production information. Although arranged by title, there are subject indices at the front. You will find useful examples of multi-media with such titles as Piaget's Developmental Theory, Physical and Motor Development in Children, Child Study - A Series, etc. See also NICEM Index to Educational Audio-Tapes, 16 mm Educational Films, etc.

Selected Films on Child Life (HV 741 .A32 no.376 ERC-AV reference)
The approximately 480 films included in this publication are about children but intended for the adult audience. A very brief description of each film is given in addition to production information. Check the subject index for titles cited under major categories such as Preschool Children, Child Study, Child Development, etc.

Selective Guide to Materials for Mental Health and Family Life Education (RA 790 .M3855 ERC-AV reference)

This volume includes films and pamphlets on child development. There is a title and subject approach to locating specific materials. In addition to the usual bibliographic information, each title in concisely abstracted and critically evaluated. There are suggestions on how to use the materials effectively and with which group.

G. Guides to Reviews of Media

EFLA Evaluations - grey metal file in AV reference area

Film Review Index (Z 5814 .M8 F5x ERC - AV reference)

Multimedia Reviews Index (Z 5817.2 .M82x - AV reference)

The above titles do not review the material, they refer you to the publication which has a review. The best approach is with a specific title of a film or tape in mind since each of these reviewing publications are arranged by title.

Prepared by

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